DOCUMENT RESUME

ED 143 712 UD 016 910

TITLE	Evaluation Echoes; A Teachers Guide for Selecting Bilingual Education Materials.
INSTITUTION	Puerto Rican Congress of New Jersey, Trenton.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
PUB DATE	76
NOTE	183p.; Not available in hard copy due to author's restriction ; Some parts may reproduce poorly due to print quality of the original
AVAILABLE FROM	Puerto Rican Congress of New Jersey, 222 West State Street, Trenton, New Jersey 08608 ($5.25)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Bibliographies; *Bilingual Education; Bilingualism; Bilingual Students; English (Second Language); *Evaluation; Fine Arts; *Instructional Materials; Language Arts; Mathematics; Sciences; Social Studies; *Spanish Speaking; *Teaching Guides

ABSTRACT

In this teacher's guide for selecting bilingual education materials, program materials are evaluated for the following subject areas: English language arts, Spanish language arts, fine arts, social studies, science and mathematics. A general profile matrix covering all programs and subjects appears at the beginning of the guide. It provides for quick program identification. In addition, a skill matrix is included which correlates evaluated materials with the corresponding reinforced skills. The listed codes reflect how effectively, or ineffectively, a selected program provides for specific skills. Each program is described in terms of title, publisher, subject matter, price, grade level, language used, and purpose (textbook, workbook, etc). The corresponding notations are the product of preliminary and on site evaluations. The evaluation and editing of these program descriptions was conducted with regard to the bilingual education of the Spanish-speaking child. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143712

EVALUATION ECHOES

A Teacher's Guide for Selecting Bilingual Education Materials

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Puerto Rican Congress of New Jersey
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Puerto Rican Congress of New Jersey
222 West State Street, Trenton, New Jersey 08608

Alfonso Roman, Executive Director

Estela McDonnell, Director of Education

Daisy de Jesus, Project Manager

Orlando Castro, Research Associate

Concepcion Melendez, Secretary

UD 016910

1977

Prepared under a grant from the Office of Research, Program and Evaluation, New Jersey State Department of Education.

Copyright, Puerto Rican Congress of New Jersey, Trenton, New Jersey, 1976. Copyright will be claimed only during the period of further development, unless copyright of the final materials is authorized by the New Jersey State Department of Education.

UD 016910

2

2A

Acknowledgments

Special thanks to the teachers and administrators who so enthusiastically contributed their ideas and skills to the evaluation of materials: to Ester Connelly, Francisco Rosado, Orlando Castro, Carmen Matteo, Jorge Alameda, Janet Mickiewicz, Luis Juarbe, Josefina Valcarcel, Carolina Garcia, Pedro Canabal, Jose Lopez, Iris Ortiz, Grace Friedman and Aida Cortes: — Thanks! — To Mrs. Iris Santos from the Materials Acquisition Project in San Diego, California, who shared experiences, ideas and materials; to Mrs. Estella Morris from the BABEL/BASTA Media Center in Berkeley, and Mr. Carlos Saavedra and the staff from the Albuquerque Bilingual Program in New Mexico who so willingly shared ideas, preoccupations and program produced materials. And finally, but not least, a warm expression of appreciation to New Jersey's school districts which so cooperatively submitted curricula and other instructional materials for evaluation.

The list is extensive, but to ALL of you who contributed to our project — MANY, MANY THANKS!

Introduction

In the re-emergence of bilingualism, a new focus has been added; bilingualism is not seen anymore as a privilege for the chosen but as a right of the many ethnic minorities which constitute the American mainstream. The "bilinguoeuphoria" has emphasized the need of non-English-speaking students to receive instruction in their native language. Although providing instruction in a native language — Spanish, French, Portuguese, Tagalog, etc. — facilitates the learning processes, language is not the only concern; it is also a matter of content. Bilingual education cannot achieve its objectives if it fails to provide the child with the opportunity to examine, identify, and relate his cultural heritage with his immediate experiences and environment. Teaching a child in Spanish the demands and values of the American society without being able to understand and identify his culture's influence in the role he plays in such a society is useless. Thus, the need of developing awareness among parents, teachers and administrators in the selection and evaluation of instructional materials that are free of bias, stereotyping, historical misconceptions. Unfortunately, there are many materials that — unconsciously or consciously — have been used to present a "second rate" culture. Such confusion can only develop "half-way" citizens, inadequate to assume a responsible role in society; not being able to exert control over the socioeconomic structures that take advantage in and abuses of the system's failure.

The Puerto Rican Congress, a community service agency, in contract with the New Jersey State Department of Education and responding to the needs of the Hispanic population in New Jersey, undertook a multidimensional project. Multidimensional because it involved not only the selection and evaluation of instructional materials but also research among teachers and administrators as well as assessment of the students' needs for adequate materials.

Our concern, however, was not limited to the needs of teachers and students. Phase I of the project provided a sample of 521 community members — many of them parents of school age children — with the opportunity of prioritizing a set of 21 educational goals. The results emphasized the need for changes in the educational system. The goals given highest priority by the community were those concerning the basic learning skills, positive interpersonal and intercultural behavior, and bilingual capability. Upon analyzing the rating given by the community to the school's performance in attaining the prioritized goals, the result was an inverse relationship between both. If we go beyond the survey of educational goals and compare the priorities versus the perceived school performance with the extent to which the materials evaluated in Phase III meet those goals, the results would be as follows:

Priority of Educational Goals VS. Perceived School Performance Ranked As Compared to Materials Evaluated

Educational Goals	Priority	Performance	Materials Providing for Attainment of Goal
Gain a general education	1	5	1
Get along with people with whom we live and work	2	6	1
Good character and self respect	3	7	2
Develop skills in reading, writing, speaking, and listening in English	4	3	1
Understand and appreciate Puerto Rican culture	5	20	2
Develop skills in reading, writing, speaking, and listening in Spanish	6	21	1
Understand ideas of health and safety	7	9	3
Develop pride and feeling of self worth	8	14	1
Manager of money, resources	9	13	3
Develop desire for learning now and in the future	10	10	2
Information to make job selection	11	15	3
Get along with people who think, dress, and act differently	12	11	1
Practice skills of family living	13	16	2
Understand world changes	14	8	2
Skills for a job	15	12	3
Appreciate culture in the world	16	17	2
Examine and use information	17	18	2/1
Learn to be good citizens	18	4	2
Use leisure time	19	19	3
Practice democratic ideas and ideals	20	2	
Appreciate U.S. culture	21	1	1

Materials are presented in this chart in consideration of their overall quality.

Code for ratings

(1) Most materials provide for attainment of goal.

(2) Some materials provide for attainment of goal.

(3) Few or none provide for attainment of goal.

The extent to which specific materials can be used for effectively achieving the community's educational goals is dependent to a great extent upon the teachers' ability to work with her students' cognitive and affective needs.

Consequently, Phase II consisted of a battery of tests prepared to assess the effects of instruction on Puerto Ricans, white and black urban students, as well as on white and black suburban students. Valuable as a means of detecting the extent to which school districts' instructional programs are meeting their stated educational goals, the results provided a basis for further developing those instructional areas with deficiencies.

Phase III's (which dealt specifically with the evaluation of instructional materials) objective was to assess the extent to which materials provided for the needs of Hispanic students, with the ultimate goal of developing materials which could assist them in their cognitive and affective growth.

Research and evaluations conducted were frustrating. Subsequent pages (Section I) profile the vacuum of relevant instructional materials in which New Jersey's bilingual programs are operating. The fault, however, must not be placed on the individual school districts. New Jersey is relatively new in the field of bilingual education. And despite the difficulty in locating materials, bilingual coordinators have been developing supplementary relevant materials for their programs. Indeed, community and school expectations and demands are high. This report reasserts the need for and opens new paths in the field of materials development adjusted to the needs of the Hispanic child -- whether he is Puerto Rican, Mexican American, Cuban, Dominican, Colombian, etc.

Our efforts are not geared at any specific ethnic group but to all Spanish-speaking students who look onto bilingual education as a vehicle through which their cognitive and affective needs can be fulfilled.

The Surveys

In assessing the need for instructional materials among bilingual programs in New Jersey, research methodology was kept simple. As an initial step, school superintendents were contacted through informative letters stating goals and projections; as well as requesting their cooperation with the project. Then the staff prepared and distributed teacher survey forms among bilingual coordinators. Intended to identify the instructional materials being used in the classrooms, the teacher survey forms requested titles and publishers of materials. A scale assessing the extent of the materials' adequacy was also included. Once the results were charted (appendix, table II), the staff was in a better position to acquire a wide variety of commercially produced instructional materials.

However, as our interests were not limited to commercial materials, requests were also submitted to target and comparison suburban school districts for copies of program produced curriculum materials. The response received reflected the diversity of opinions concerning curricula. The materials received ranged from course outlines through course units to extremely structured curriculum guides (Appendix, table III).

In addition, field visits were conducted to state and out-of state bilingual programs to gather information concerning instructional materials in use, evaluation and field testing procedures; as well as curriculum development. Most of the bilingual programs visited — in absence of curriculum materials specifically designed for bilingual education — were still using the regular school program materials in English.

Other common problems were: the lack of teacher involvement in the designing of curriculum and selection and evaluation of materials, lack of validated teacher made materials (e.g. games, reading exercises); as well as the absence of established criteria for the selection of adequate materials.

The Evaluation Process

Upon identifying the problems concerning instructional materials for bilingual programs, the staff established criteria which could help assess the relevancy of materials to be recommended for field testing and/or adoption by bilingual programs.

The experiences shared with the Materials Acquisition Project in San Diego, California proved to be extremely useful in identifying the evaluation criteria. Consideration was given to the general aspects of the materials; e.g. language; intended grade level; target ethnic group; and to format elements, such as: manageability, stereotyping and bias.

Equally important was the analysis of the skills developed or reinforced. Thus, part II of the general matrix included specific skills categorized according to subject matter. A similar pattern was followed in developing the curriculum matrix. This matrix, however, was intended for the assessment of curriculum structure and general objectives.

All materials received were submitted to two evaluations. The preliminary evaluation was entirely conducted by the staff. Emphasis was placed on identifying and classifying the materials according to language, relevant cultural elements, program goals, learning objectives, learning experiences and intended grade level. After completing the preliminary evaluation, the staff identified and hired teachers and administrators working in some of New Jersey's bilingual programs (Appendix table I) to conduct a thorough assessment of the materials.

In order to familiarize the evaluators with the evaluation criteria and matrices, a training session was conducted in Trenton. Upon completing the evaluation process, evaluators met once again to share their experiences during the process and issue recommendations for future evaluation activities.

Upon completing the evaluation process, the staff analyzed and matched the results of both evaluations. The end product is presented herein as Section III, Annotated Bibliography. Overall, results were frustrating. While some instructional materials were found to abound in sexist, racial and cultural stereotyping; others were found to be unmotivating and unrealistic in their approach to presenting learning experiences. Not only did they not provide specific, updated culturally relevant experiences, but they also failed in providing the student with the necessary tools for developing an identity with and an understanding of New Jersey as a socio-political entity. This is due mainly to the fact that most materials concern the Puerto Rican in New York or Puerto Rico. While cultural patterns might be similar for Hispanics in New York and New Jersey, the attitudinal, socio-political and occupational demands in the latter can vary greatly. We accept the importance of developing in the child a knowledge and appreciation of his native culture as long as we also prepare him to function within his immediate community. Thus instructional materials should be representative of a diversity of lifestyles — with due consideration given to the value conflicts these might elicit in children of different cultures. It will not be a matter of imposing alien values, but rather one of providing the students with adequate processes and materials which can help them analyze their values in lieu of continuous social changes. We must start, for example, introducing the child to

the diverse values concerning the role of women in today's society. We should no longer present girls in a limited, dull sense but in a knowledgeable, inquisitive and daring capacity; while boys must be made aware of their limitations and sensitivities. Learning experiences must definitely provide the student with the opportunity to break away from conformity with and dependence on pre-established patterns. Here lies our need and concern!

Are the needs of the Hispanic child met through an inadequate translation of the regular school curriculum? Are teachers using the available materials properly? Should teachers involved in bilingual curriculum designing be able to function within two cultures? Are teachers, parents and administrators aware of evaluation criteria for materials, or are they adopting materials without submitting them to such a process? Instructional materials do come in very different and colorful forms, but they can also reinforce negative attitudes that confuse the child's perspective of his native culture and immediate environment.

With these concerns, the Annotated Bibliography (Section III) has been prepared with the purpose of providing you — Teacher or Administrator — with a guide to some of the instructional materials available for bilingual programs.

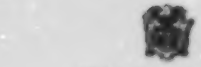
A Two-Way Guide

All evaluated programs have been classified according to subject matter; e.g. Science, Mathematics, Spanish Language Arts, etc. The General Profile Matrix, appearing at the beginning of the Annotated Bibliography, will provide you with a quick program identification. In addition, a Skills Matrix has been included to correlate evaluated materials with the corresponding reinforced skills. The listed codes reflect how effectively, or ineffectively, a selection provides for specific skills.

It is by no means an exhaustive selection of materials. However, it will provide a foundation for future selection and evaluation of materials.

Briefly, the items are identified by title, publisher, subject matter, price (where available), a grade level, language used, and purpose (workbook, text, etc.). The corresponding notations have been the product of the preliminary and onsite evaluations. Remarks have not been made with the purpose of demeaning school districts or commercial publishers. We believe there is much more to providing the educational system with written materials. We have evaluated and edited with one concern in mind: the Spanish-speaking child.

One must emphasize, however, that the value of instructional materials will depend on the abilities of teachers and the scope of community established educational goals. The absence of educational goals and their corresponding learning objectives (the specific skills the child requires to know in order to function as an adult in a given society) provides no direction as to what materials should be provided to meet societal demands. On the other hand, teachers should be aware that no one child learns in the same way. Learning modes cannot be standardized. While a minimum of learning materials might facilitate the learning processes in a child, the same might not hold true for others. We, thus suggest teachers use this manual wisely.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON N.J.

OFFICE OF THE COMMISSIONER

The sudden growth of bilingual education programs throughout the nation with its concomitant increase in instructional materials has left teachers and administrators in a vacuum concerning the selection of instructional materials. It has created a need for a method whereby the professionals in the field can quickly determine what materials will meet the particular needs of their students and what is lacking in the materials available so that new ones can be developed.

It is with the aforementioned in mind that the Puerto Rican Congress of New Jersey has developed this guide to methods for bilingual education programs. This guide goes far in satisfying the void that has been created by the rapid change in curriculum and the great influx of new materials in response thereto.

I gladly add my name to those who have responded favorably to the efforts of the Puerto Rican Congress of New Jersey and encourage bilingual educators to make use of this valuable resource.

Fred G. Burke
Commissioner
Department of Education
State of New Jersey

Table of Contents

Introduction **Pages II**

The Evaluation Process **Pages V**

General Matrix **Pages 1 – 8**
ENGLISH LANGUAGE ARTS
SPANISH LANGUAGE ARTS
FINE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS

Annotated Bibliography **Pages 9 – 97**
ENGLISH LANGUAGE ARTS Pages 9 – 22
English as a Second Language I, Artesia, N.M.
English as a Second Language II, Artesia, N.M.
English as a Second Language, Artesia, N.M.
English as a Second Language, Artesia, N.M.
English as a Second Language, Lakewood, N.J.
English as a Second Language I, Berkeley, Cal.
English as a Second Language II, Berkeley, Cal.
Kid Kit and The Catfish
The Sack Hut
Biff and Tiff
On The Rock In The Pond
Nat the Rat
Learning English as a Second Language, Dobbs Ferry, N.Y.
Reading Exercises on Spanish Americans

SPANISH LANGUAGE ARTS Pages 23 – 54
Método Alpha
Spanish Test of Oral Proficiency
El Día de las Madres
El Derecho de Leer/Babel Right to Read Program
Mi Primer Libro de Palabras
Lecciones para Acompañar Curso de Español Vernáculo
Curso de Español como Vernáculo
Spanish Language Arts II, San Jose, Calif.
Spanish Language Arts III, San Jose, Calif.
Spanish Language Arts IV, San Jose, Calif.
Spanish as a Second Language, New York, N.Y.
Spanish Language Arts
Edgewood Independent School District Reading Program
Folklore of Latin America
Español para Estudiantes Hispano Parlantes
Vocabulario Español
Viajemos Con El Circo
Vocabulario Español
Pareando Objetos, Personas y Edificios
Rompecabezas de Nombres
Móvil de Colores y Formas
ABC de Puerto Rico
Óte
Cuentos Folklóricos de Puerto Rico
Por el Mundo del Cuento y la Aventura
SENDA Programa de Lengua Española
Program Management System
Saeta
Serpentina/Redondel II
Girasol/Redondel I
Imagen 7 Area de Lenguaje
Imagen 7 Area de Gramática

SOCIAL STUDIES Pages 55 – 65
Social Science Strand
Social Sciences Spanish
Conociendo a Borinquen
Puerto Rican History: A Mini Documentary
Yukiyú
El Mundo y Mi Isla
Rural Cuba
The Old or Colonial Havana
La Edad de Oro
Consultor 6°
Puerto Rico: Geography, History and Culture
KITS Pages 66 – 75
Multi Read II
Distar Language III
Map and Globe Skills
Newslab
Organizing and Reporting Skills Review Set
Graph and Picture Study Skills
Peabody Language Kit Level 3
Project Act
Rock'n Roll
RISE: Releasing Ideas for Self Expression
FINE ARTS Pages 76 – 79
La Música del Sol
Calendario Azteca
Spanish Curriculum Development Center
Fine Arts Strands
Canciones de Ayer y Hoy
SCIENCE Pages 80 – 87
Biceps Science Enrichment Activities
Soy un Niño
Ciencias 6°
Consultor Ciencias Naturales
Science Math Strand
Science Biology
Serie Ciencias Naturales Milliken
Experimentos Científicos que Realmente Funcionan
MATHEMATICS Pages 88 – 97
Lista de Compras
Escalando los Números
Escalando el Tiempo
El Reloj
Expresión Matemática
Matemática para la Educación Primaria
Delta – Matemática Moderna 5/6
Mental Computation A – E
Diagnosis
Base 7 & 8/Orbe 7 & 8

Skills Matrix Pages 98 - 106
ENGLISH LANGUAGE ARTS
SPANISH LANGUAGE ARTS
FINE ARTS
SOCIAL STUDIES
HEALTH
SCIENCE
MATHEMATICS

Appendix Pages 107 – 111
Table 1: Evaluators
Table 2: New Jersey School Districts' Response
Table 3: Comparison of School Districts' Response
Table 4: Commercial Materials Being Used in New Jersey Schools

General Matrix

Code:

ETHNIC GROUP:

MA	Mexican American
PR	Puerto Rican
C	Cuban
SP	Spaniard
SpSk	Relevant to all Spanish Speakers
EN	Primarily for English dominant students
X	Available

ASSESSMENT:

PR	Pre Assessment, measures student's maturity level to initiate skills development.
PT	Post Assessment, measures students performance once the skill has been introduced.

G/I INSTRUCTION:

Group Instruction/Individualized Instruction

RECOMMENDATION:

1	Strongly recommended for acquisition and/or adoption.
2	Recommended for acquisition provided it is further improved.
3	Not recommended.

English Language Arts General Profile

	ESL Level I and II. BASTA	ESL I. Artesia P.S.	ESL II. Artesia P.S.	ESL III. Artesia P.S.	ELS IV. Artesia P.S.	Project ACT. Passaic, N.J.	ESL Guide A. Lakewood	ESL Guide B. Lakewood	ESL Guide C. Lakewood	Learning English as a Second Language. Set. Oceana	Multi Read II. SRA	R.O.C.K.'n R.O.L.L. Set. Melton	R.I.S.E. Melton	Miami Linguistics D.C. Heath	Monster goes to School Series. Bowmar	Distar Language III. SRA	Peabody Language Kit III. American Guidance Service	Reader's Exercises for Spanish Americans
Grade Level		1	2	3	4	1-6	K-4	4-6	K-6	1-4		K-2	K-2	1-3	K-2		3	4-6
Ethnic Group	MA	MA	MA	MA	MA	PR	PR	PR	PR	SpSk	SpSk	MA	MA	SpSk	X	X	X	X
Language	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
G/I Instruction	G	G	G	G	G	I	G	G	G	G/I	G/I	G	G	G/I	G/I	G/I	G/I	G/I
Commercial										X	X	X	X	X	X	X	X	X
Program Produced	X	X	X	X	X	X	X	X	X									
Behavioral Objectives						X	X	X	X		X	X		X	X	X	X	X
Coded Materials											X					X		
Audio Visual Materials												X		X			X	X
Pr & Pt Assessment						Pt				Pt	PrPt			Pt		PrPt	Pt	Pt
Teacher's Manual	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pupil's Text										X	X			X	X	X		X
Basal										X	X	X		X		X		
Supplementary						X						X	X		X		X	X
Skills Chart							X	X	X		X					X	X	
Student Observation Records											X	X	X			X	X	
Recommendation	2	3	3	3	3	1	1	1	1	3	1	1	1	1	1	1	1	1

Spanish Language Arts General Profile

	Aprendemos a leer. Laidlaw	Camino de la escuela. Laidlaw	Del campo al pueblo. Laidlaw	Conozcamos a Puerto Rico. Laidlaw	Por el mundo de la aventura Laidlaw	Nuestros amigos. Laidlaw	Aventuras maravillosas. Laidlaw	Spanish Language Arts. SCDC	Imagen 7 Area de Lenguaje Vicens-Vives	Imagen 7 Area de Lenguaje Vicens-Vives	La Pragua. Saeta. Santillana	La Noria Saeta. Santillana	El Molino Saeta. Santillana	ABC de Puerto Rico. Troutman	Area de Lenguaje 7 Vicens-Vives	Mira y Lee. Santillana	Lee y Trabaja Santillana	Otros amigos, otras culturas. Santillana	Programa Lengua Española Santillana	Tecnología Educativa. Saeta
Grade Level	1	2	2	2	3	3	3	1	7	7	2	2	2	4	7	1	2	3	A	A
Ethnic Group	PR	PR	PR	PR	PR	PR	PR	SpSk	Sp	Sp	SpSk	SpSk	SpSk	PR	Sp	SpSk	SpSk	SpSk	SpSk	SpSk
Language	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
G/I Instruction	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	I	I
Commercial	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Program Produced																				
Behavioral Objectives	X	X	X	X	X	X	X	X			X								X	X
Coded Materials																				
Audio Visual Materials								X			X									
Pr & Pt Assessment	Pt	Pt	Pt	Pt	Pt	Pt	Pt	Pt	Pt	Pt	PrPt	PrPt	PrPt		Pt	PrPt	PrPt	PrPt		
Teacher's Manual	X	X	X	X	X	X	X	X	X	X	X				X				X	X
Pupil's Text	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Basal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Supplementary																				
Skills Chart	X	X	X	X	X	X	X	X			X								X	X
Student Observation Records											X								X	X
Recommendation	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1

Spanish Language Arts General Profile

	Variedades Juveniles Edgewood Independent S.D.	Escaparate Edgewood Independent S.D.	Tesoros de mi raza Edgewood Independent S.D.	Método Alpha Las Américas	Español para Estudiantes Hispanoparlantes PS 25	Español Vernáculo PS 25	Spanish as a Second Language PS 25	R.I.S.E. Melton	Lecciones para acompañar Curso Vernáculo PS 25	Rompecabezas de nombres DLM	Vocabulario Español IDEAL	Vivamos con el circo Bruño	Pensando objetos personas y edificios DLM	Mi primer libro de palabras BABEL	El derecho de leer BABEL	El día de las madres BABEL	Spanish Test of Oral Proficiency BABEL	Spanish I Alum Rock	Spanish II Alum Rock	Spanish III Alum Rock
Grade Level	4-6	4-6	4-6	1-1	K-2	K-2	K-2	1-3	K-2	2-4	4-6	2-6	4-6	1-2	7-8	4-6	1	1	2	3
Ethnic Group	MA	MA	MA	SpSk	PR	PR	PR	MA	PR	SpSk	SpSk	Sp	SpSk	SpSk	MA	MA	MA	MA	MA	MA
Language	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
G/I Instruction	G/I	G/I	G/I	G/I	G/I	G	G	G	G	I	I	I	G/I	I	G/I	G/I	I	G	G	G
Commercial				X				X		X	X	X	X							
Program Produced	X	X	X		X	X	X		X					X	X	X	X	X	X	X
Behavioral Objectives	X	X			X	X	X		X									X	X	X
Coded Materials																				
Audio Visual Materials								X		X			X							
Pr & Pt Assessment	Pt	Pt	Pt	Pt							Pt	Pt			Pt	Pt	Pr			
Teacher's Manual	X	X	X		X	X	X	X	X						X	X	X	X	X	X
Pupil's Text	X	X	X	X							X	X								
Basal	X	X	X		X	X	X		X									X	X	X
Supplementary				X				X		X	X	X	X	X	X	X	X			
Skills Chart																				
Student Observation Records																				
Recommendation	2	2	2	2	1	1	1	1	2	2	2	2	1	1	1	1	1	2	2	2

Spanish Language Arts General Profile

	Spanish IV: Alive Rock	Folklore of Latin America	OTÉ	Cuentos Folklóricos de Puerto Rico	Girasol Redondel I	Serpentina Redondel II	Program Management System
Grade Level	4		4-6	4-6	PrK-1	K-1	1-2
Ethnic Group	MA	SpSk	Pr	Pr	SpSk	SpSk	SpSk
Language	S	E/S	S	S	E/S	E/S	S
G/I Instruction	G	G/I	G/I	G/I	G	G	I
Commercial			X	X	X	X	X
Program Produced	X	X					
Behavioral Objectives	X	X			X	X	
Coded Materials							
Audio Visual Materials					X	X	
Pr & Pt Assessment		Pt					Pr/Pt
Teacher's Manual	X	X			X	X	X
Pupil's Text			X	X	X	X	
Basal	X				X	X	
Supplementary		X	X	X	X	X	X
Skills Chart					X	X	
Student Observation Records							
Recommendation	2	3	1	2	1	1	1

22

Fine Arts General Profile

	La Música del Sol: CANTEMOS	Canciones de Ayer y Hoy: Albuquerque S.D.	Fine Arts Strand: SCDC	Calendario Artesa: Hayward S.D.
Grade Level	1-6	K-7	1	4-6
Ethnic Group	MA	SpSk	SpSk	MA
Language	S	S	S	S
G/I Instruction	G	G	G/I	G/I
Commercial				
Program Produced	X	X	X	X
Behavioral Objectives			X	
Coded Materials				
Audio Vicual Materials				
Pr & Pt Assessment				
Teacher's Manual			X	
Pupil's Text				X
Basal			X	
Supplementary	X	X		X
Skills Chart				
Student Observation Records				
Recommendation	1	2	1	2

23

Social Studies General Profile

	La Edad de Oro. Martí	P R Geography, History & Culture Newark Board of Education	Newslab. SRA	Maps and Globe Skills. SRA	Graph and Picture Set. SRA	Organizing and Reporting skills. SRA	Yukiyú	El Mundo y mi Isla	Rural Cuba. WIBLE	The Old or Colonial Havana. WIBLE	Social Science Strand. SCDC	Consultor 6. Santillana	Conociendo a Borinquen	Social Studies I. Alum Rock	Social Studies II. Alum Rock	Social Studies III. Alum Rock	Social Studies IV. Alum Rock	P R History A Mini Documentary. DCBBE	Social Studies A/B New Brunswick B P	Social Studies A Newark Board of Education
Grade Level	6-8	A	4-6	4-6	4-6	4-6	4-7	4	4-8	4-7	1	6	4	1	2	3	4	A	K-4	A
Ethnic Group	C	PR	En	En	En	En	PR	PR	C	C	SpSk	Sp	PR	MA	MA	MA	MA	PR	SpSk	SpSk
Language	S	E	E	E	E	E	E/S	S	E/S	E/S	E/S	Sp	Sp	Sp/E	Sp/E	Sp/E	Sp/E	E	E	
G/I Instruction	I	I	G/I	G/I	G/I	G/I	I	G/I	G/I	G/I	G/I	G/I	G/I	G	G	G	G	I	G	G
Commercial	X		X	X	X	X	X	X	X	X		X	X							
Program Produced		X												X	X	X	X	X	X	X
Behavioral Objectives			X	X	X	X					X	X		X	X	X	X		X	
Coded Materials			X	X	X	X														
Audio Visual Materials			X	X	X	X			X	X	X									
Pr & Pt Assessment			Pt	Pt	Pt	Pt		Pt	Pt	Pt	Pt	X							X	
Teacher's Manual		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X			
Pupil's Text	X		X	X	X	X	X	X				X	X							
Basal								X			X	X	X							
Supplementary	X		X	X	X	X	X		X	X								X		X
Skills Chart			X	X	X	X					X	X		X	X	X	X		X	
Student Observation Records			X	X	X	X					X									
Recommendation	2	2	1	1	1	1	3	2	2	2	2	3	2	2	2	2	2	2	3	2

Science General Profile

	Ciencias 6. L. Rey	Consultor Ciencias Naturales. Santillana	El Cuerpo Humano. Milliken	Higiene y Alimentación. Milliken	Higiene y Enfermedades. Milliken	Experimentos científicos que realmente funcionan. Trillas	Soy un Niño. Santillana	BICEPS Science Activities	Science/Biology. Calexico	Anfibios y reptiles. Milliken	Las Plantas. Milliken	Aves. Milliken	Insectos. Milliken	Rocas y minerales. Milliken	El sistema solar. Milliken	El espacio exterior. Milliken	SCDC Science/Math Strand
Grade Level	6	1	4-6	4-6	4-6	4-6	2	4-6	6	4-6	4-6	4-6	4-6	4-6	4-6	4-6	1
Ethnic Group	SpSk	SpSk	SpSk	SpSk	SpSk	MA	SpSk	MA	MA	SpSk	SpSk	SpSk	SpSk	SpSk	SpSk	SpSK	SpSk
Language	S	S	S	S	S	S	S	S	E	S	S	S	S	S	S	S	S
G/I Instruction	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I
Commercial	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
Program Produced								X	X								X
Behavioral Objectives																	X
Coded Materials																	
Audio Visual Materials			X	X	X					X	X	X	X	X	X	X	X
Pr & Pt Assessment	Pt	Pt	Pt	Pt	Pt	Pt				Pt	Pt	Pt	Pt	Pt	Pt	Pt	Pt
Teacher's Manual	X	X							X								X
Pupil's Text	X	X	X	X	X	X	X			X	X	X	X	X	X	X	
Basal	B	B															X
Supplementary			X	X	X	X	X	X		X	X	X	X	X	X	X	
Skills Chart		X															X
Student Observation Records																	X
Recommendation	1	1	2	2	2	1	2	3	3	2	2	2	2	2	2	2	2

Mathematics General Profile

	Expresión Matemática, Bruno	Diagnosis, SRA	Lista de Compras, DLM	Escalando los Números, DLM	Móvil de Colores y formas, DLM	Escalando el Tiempo DLM	El reloj, DLM	Matemática para la educación primaria	Matemática Moderna Delta, Santillana	Mental Computation, SRA	Base 6, Vicens-Vives	Base 7, Vicens-Vives	Orbe 7, Vicens-Vives	Orbe 8, Vicens-Vives	Clave para el Algebra
Grade Level	1	4-6	4-7	2-6	Prk-2	2-6	2-6	1-4	1-6	4-6	8	7	7	8	10-11
Ethnic Group	Sp	En	SpSk	SpSk	SpSk	SpSk	SpSk	SpSk	SpSk	En	Sp	Sp	Sp	Sp	MA
Language	S	E	S	S	S	S	S	S	S	E	S	S	S	S	S
G/I Instruction	I	I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I	G/I
Commercial	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Program Produced										X					X
Behavioral Objectives		X													
Coded Materials		X		X		X				X					
Audio Visual Materials					X	X	X								
Pr & Pt Assessment	Pt	PrPt		Pt		Pt		Pt	Pt	Pt	Pt	Pt	Pt	Pt	Pt
Teacher's Manual		X						X	X	X	X	X	X	X	
Pupil's Text		X						X	X	X	X	X	X	X	Wk
Basal								X	X		X	X	X	X	
Supplementary	X	X	X	X	X	X	X			X					X
Skills Chart		X								X					
Student Observation Records		X								X					
Recommendation	2	1	1	1	2	1	1	1	1	1	1	1	1	1	2

English as a Second Language I

Artesia Public School District
Artesia, New Mexico
Grade: 1
9 Pages
Program Disseminated
1973-74

GENERAL DESCRIPTION:
Spiral bound. Program developed curriculum guide for English as a Second Language, 1st grade.

Includes a brief outline of topics to be covered.

Characterized by an unclear and non specific pedagogical style, it gives the teacher very little to work with. No effort has been made to include a rationale or statement of need for ESL as part of a bilingual program. Must be considered as a course outline.

EVALUATION:
Based on the Peabody Language Kit, it offers no parallel structure for teachers to follow. That is, it merely offers a sketchy outline of some possible activities and supplemental resources. It fails to bridge the cultural gap found in the Peabody Language Kit, which could have been provided for by preparing picture cards with items culturally relevant to the Mexican Americans. In addition, it offers no content or concepts for students to analyze and relate to their experiences and satisfy not only their eagerness to learn but also to identify their roles as members of a changing society.

RECOMMENDATION:
This guide must be thoroughly revised for further development.

English as a Second Language II

Artesia Public Schools District
Artesia, New Mexico
Grade: 2
8 Pages
Program Disseminated
1973-74

GENERAL DESCRIPTION:
Spiral bound. Program developed curriculum guide for English as a Second Language.

The guide includes a brief outline of the units and skills involved within.

This guide, as the ones for grades 1, 3 and 4, is characterized by an unclear and non specific pedagogical style. The teacher is given merely a sketchy outline of a limited number of activities and themes to be covered.

EVALUATION:
Designed as a parallel resource manual to supplement the Peabody Language Kit, it offers little diversity in teaching strategies and instructional materials. It fails to provide students with culturally relevant experiences in both languages.

Briefly, it merits value as an outline from which teachers can develop their own strategies and materials.

RECOMMENDATION:
Teachers are recommended to use the Peabody Language Kit independently of this guide.

English as a Second Language Guide III

Artesia Public Schools District
Artesia, New Mexico
Grade: 3
7 Pages
Program Disseminated
1973-74

GENERAL DESCRIPTION:
Spiral bound. Program developed curriculum guide for English as a Second Language, to be used with 3rd graders.

Includes a brief outline of the units and skills involved within.

Based on the Peabody Language Kit, it offers little else. It must be considered an outline of sketchy orientation. As an outline, it provides teachers with a few teaching suggestions and resources.

EVALUATION:
As a resource manual it lacks varied exposure to teaching materials and experiences. Despite its integration of other subject matter – e.g. Science, page 5 (insects) – it offers very little opportunity for conceptual development as it is treated merely as a language experience disregarding the discovery or inquisitive method.

The guide could be made of more benefit to the student by developing picture cards with items relevant to the Mexican American and accompanying vocabulary lists in Spanish in a one-to-one correspondence with the Peabody Language Kit.

RECOMMENDATION:
Teachers are recommended to use the Peabody Language Kit independently of this guide.

English as a Second Language Guide IV

Artesia Public Schools District
Artesia, New Mexico
Grade: 4
12 Pages
Program Disseminated
1973-74

GENERAL DESCRIPTION:
Spiral bound curriculum guide for English as a Second Language students in New Mexico, grade 4. Includes a brief outline of units and skills involved.

Its lack of structure is reflected in the rather sketchy objectives and activities. Teachers using this guide will have to develop their own skills chart and learning experiences. Teaching resources must be identified or developed according to need.

EVALUATION:
This guide must be considered an outline for assisting teachers in developing their own teaching strategies. Providing a very limited number of suggested activities and resources, it includes no specific ESL techniques or content for conceptual development.

Gives teachers very little to work with.

RECOMMENDATION:
Should not be used without further development.

English as a Second Language

Lakewood Bilingual Program
Board of Education
Lakewood, New Jersey
Grade: K-8
Program Disseminated

GENERAL DESCRIPTION:
In operation since 1971, the Lakewood Bilingual Program has developed four curriculum guides for English as a Second Language, grades K-8.

Mimeographed, loose leaf pages. Because the guides are not bound (held together by rubber bands), they must be considered non durable and of difficult handling. Teachers will find it very time consuming; e.g., arranging the pages in order, looking for misplaced pages, trying to keep them all together, etc.

Extremely structured and comprehensive, each guide contains a very specific orientation concerning the need for English as a Second Language program; the objectives of the program; varied teaching suggestions, scope and sequence charts; enrichment activities; and resources.

SKILLS:
The learning experiences contained are aimed at developing, among others, the following skills:

- pronunciation
  - using words or nonsense words after the 2 contrasting sounds
  - contrasting 2 sounds with pictures
  - listening orally to words
  - isolating sounds
- comprehension
  - recognizing important information
  - answering questions
  - stating questions
  - writing paragraphs
- using basic commands in the affirmative and negative
- using color words
- recognizing and using correctly descriptive adjectives, plurals, singulars, nouns, verbs.

EVALUATION:
Primarily intended for usage with Puerto Rican students, it is flexible enough to allow teachers to develop the program's content according to the target population of students' cultural needs. Thus, the teacher is required to develop and include the cultural aspects relevant to the ethnic groups with which she/he is working — Mexican Americans, Cubans, Dominicans, etc.

RECOMMENDATION:
Strongly recommended for English as a Second Language programs. Among the best!

English as a Second Language I

Basta Media Center
1039 Heinz Street
Berkeley, California
Grade: 7-8
16 Pages
$2.20

GENERAL DESCRIPTION:
Stapled bound, cardboard cover. Mimeographed Teacher's Manual. Designed to provide teachers and aides alternative approaches in the teaching of ESL.

The plays included in the pamphlet have been written by students participating in the Richmond Unified School District Bilingual Program. The content of the plays depict violence (gangs, crimes) in American urban cities.

SKILLS:
Aimed at developing the following skills:
- reading comprehension
- recognizing main ideas
- identifying grammatical elements
- writing and inferring conclusions
- retelling events found in the reading selections
- outlining
- answering context questions
- recognizing and properly using contracted forms (e.g. can't, isn't) and root words
- identifying and contrasting actions, feelings and moods

EVALUATION:
The content does not reflect the cultural heritage of Spanish America; except that it does provide exposure to social problems encountered in the urban setting and the alternatives for survival as viewed by adolescents. Reflects the diverse moods and feelings of inner city dwellers, but they are all negative. If teacher is able to handle the content carefully, she will be able to initiate students in values discussion. Thus, students could be led into organizing action groups with the purpose of facilitating student-community communication.

There is no indication that the plays have been adopted for student's usage. Teachers using this guide will be required to further develop additional activities, exercises and materials.

RECOMMENDATION:
Not recommended due to its inaccurate use of English and the lack of specific teaching suggestions and orientation.

English as a Second Language II

Basta/Babel Media Center
1039 Heinz St.
Berkeley, California 94710
Grade: 7-9
58 Pages
1971
$2.20

GENERAL DESCRIPTION:
Stapled bound, mimeographed teacher's guide to be used with 7th–9th grade Mexican American students in English as a Second Language courses.

Includes reading selections with corresponding activities, objectives and exercises.

SKILLS:
Learning experiences are aimed at developing the following skills:
- recognizing and properly using introductory phrases
- role playing, imitating
- vocabulary development
- changing plural verbs to the negative
- formulating questions
- using appropriate articles and prepositions
- identifying and changing verb tenses

EVALUATION:
Excellent guide providing teachers with specific, easy to follow techniques for introducing Spanish dominant students to English as a Second Language; e.g., introducing the student to basic phrases which allow him to function within his immediate environment. Allows for student involvement through role playing and imitation of the teacher.

RECOMMENDATION:
Recommended as a resource guide for teachers.

Kid Kit and The Catfish

D.C. Heath & Co.
Lexington, Massachussetts
Grade: 1
24 Pages
1970
Reader - $.80

GENERAL DESCRIPTION:
Soft cover. Short length story with large print and dual color illustrations.

The story portrays a cat wishing for food (milk, fish and a bird), and the frustrating experience he has with a catfish while fishing.

SKILLS:
The story is good for developing skills in:
- recognizing nouns; e.g. milk, fish
- vocabulary development; e.g. bird
- identifying feelings; e.g. fear shown by Kid Kit (the cat) when the catfish was chasing him.

EVALUATION:
Emphasis is placed on sentence structure through its two fundamental units: the noun and the verb. It is the first story in the Miami Linguistics Series to separate and pinpoint the noun; e.g. milk, fish, cat, catfish. It then proceeds to identify verbs. as action words; e.g. sitting, fishing, dripping, etc.

In addition, it allows the student to develop vocabulary - although limited - by providing an illustration of the cat wishing for a bird. This is attained by illustrating the birds but not including the word.

Although the lack of a plot undermines its value as a story book, its simplicity of structures, e.g. presenting the noun and verb as basic units in a sentence - makes it a good starting point for beginning students (1st-grade).

RECOMMENDATION:
Recommended as a basal reader in English as a Second Language with 1st grade students.

The Sack Hut

D.C. Heath & Co.
Lexington, Massachussetts
Grade: K-2
32 Pages
1970

GENERAL DESCRIPTION:
Soft Cover. Basal reader for English as a Second Language for K-2 grade students. Short length story depicting friendship and cooperation between Tug Duck and Buzz Bug. It includes retrospective characters of another story (Nat the Rat), Nat's escape from prison, his abuses of Buzz Bug and how the intervention of Tug Duck helps the King's animals catch him again.

SKILLS:
This story can be used effectively to develop skills in:
- using the ing form of the verb; e.g. sitting, cutting, fixing
- recognizing the vowel sound i and double consonants: sitting, cutting
- applying concepts to life situations - friendship, freedom, cooperation, good, bad
- expanding sentences; e.g. page 32 - Buzz Bug is fixing the hut, and Tug Duck is fixing the hut. It is a sack hut. It is Buzz and Tug's sack hut in the sun.

EVALUATION:
Portrays relevant situations for students to ponder over and apply to their lives; e.g.

1) Nat losing his freedom because he stole several items from the King. Students can identify the benefits of being honest as well as the consequences of loosing one's freedom; loneliness, boredom, etc.

2) The need for cooperating with others; e.g. Tug Duck and Buzz Bug helping each other when in danger - Tug Duck fell in the mud and Buzz Bug was attacked by Nat the Rat - or in constructing a home for both.

3) That no one can escape from punishment when something wrong has been done; e.g. even when Nat escaped from jail he was recaptured.

Then, too, the fact that the characters portrayed are different kinds of animals can help students to understand that cooperation and friendship should be dispensed without distinction of race or sex.

In addition, the use of the retrospection technique - intertwining past characters and incidents - contributes to expand the story's plot; e.g. appearance of Nat the Rat allows for reinforcement or awareness of friendship and cooperation.

RECOMMENDATION:
Recommended as a basal reader in English as a Second Language.

Biff and Tiff

D.C. Heath & Co.
Lexington, Massachussetts
38 Pages
1970
Reader - $1.80
Teacher's Manual - $1.50

GENERAL DESCRIPTION:
Soft cover, consumable workbook. Includes black and white illustrations of action words (verbs) in respective exercises.

SKILLS:
Most activities are geared at developing skills in:
- drawing given actions; e.g. sliding, unwrapping a gift.
- identifying actions; e.g. walking towards the school, driving towards the school.
- associating word/picture correspondence; e.g., swings and baseball mitt are for play, breakfast and child getting to school
- identifying picture/number correspondence; e.g., 3 with 3 candles or balloons.
- tracing; e.g. gives a number of dotted objects, trace the dots until the number is completed.
- comparing by size and shape; e.g., big and small dogs, capital and lower case letters

EVALUATION:
Very elementary activities geared mainly at having students trace and copy words or letters. It provides the student with no opportunity to infer actions, as these are identified; e.g. dogs running or digging.

There is no traceable stereotyping as story's characters are dogs not designated by sex or race.

Although activities might be good for beginning students, its black and white illustrations and simplicity of exercises might make it dull for more advanced students.

RECOMMENDATION:
Must be used with pupil's text and teacher's manual, only as a minimal seatwork activity; otherwise, it turns out to be a lot of busy work (exercises geared at keeping students occupied).

On The Rock In The Pond

D.C. Heath & Co.
Lexington, Massachussetts
32 Pages
Reader - $.80

GENERAL DESCRIPTION:
Soft cover. Short length story. The story depicts the life of a small family of foxes: Mother Fox, Father Fox, and Tod the Fox (son). The feelings of rejection felt by Tod the Fox are very well illustrated in dual colors; e.g. page 13 – Tod breaks the dish and cup and Mother Fox scolds him and sends him out of the house.

SKILLS.
The story can be effectively used to develop skills in:
- associating word/picture correspondence
- changing verb tenses; e.g. sits, sitting
- memorizing words introduced
- identifying feelings and moods; e.g. rejection, sadness, love, happiness
- contrasting moods
- associating story's situations to own experiences
- interpreting main ideas and the purpose of the story.

EVALUATION:
The story provides for continuous reinforcement of vocabulary introduced through repetition of words and patterns;
e.g. - page 3 - This is a pond.
page 4 - This is a rock.
The rock is in the pond.
This is the rock in the pond.
It also introduces a variety of verb tenses accompanied by nouns or prepositional phrases; the latter used for additional sentence meaning; e.g. page 19 – Tod Fox is at the pond.
noun verb prepositional phrase.

page 17 – Tod Fox is sitting with Pop Fox.
Tod Fox sits on the rock.

In addition, the sequential, one-to-one introduction of the vocabulary contributes to its memorization and comprehension; e.g. - page 3 - the pond; page 4 - the rock; page 5 - the cabin, etc.

However, subtle traces of sexist stereotyping are evident; e.g. pp. 10-15 - Mother Fox is dressed with a head cap and long dress, and she is always depicted setting the table or mopping the floor.

Motivation is attained through the presentation of animals as main characters of situations common to all young children: feelings of rejection when punished by parents for doing things that disturb them; e.g. breaking dishes or interfering with father's leisure activities.

RECOMMENDATION:
Recommended as an English as a Second Language basal series for first graders.

Nat the Rat

D.C. Heath Co.
Lexington, Massachussetts
Grade: K-1

GENERAL DESCRIPTION:
Soft cover, manageable size and adequate length story. Suitable for story reading to kindergarten or pleasure reading by upper level students.

The illustrated story depicts a mischievous rat who steals the King's ring, pin and wig. The rat is finally caught and punished with imprisonment after he is made to return the stolen items.

SKILLS:
This story can be used for developing skills in:
- associating word/picture correspondence
- changing verb tenses; digs, digging
- memorizing words introduced
- identifying moods and feelings; e.g., worrying, disrespect, sadness
- contrasting moods; e.g. Nat's attitude as compared to the preoccupation of the King's animals.
- identifying and discussing values; e.g. why is it wrong to steal?

EVALUATION:
Characterized by an accurate usage of language patterns throughout; e.g. page 12 - usage of the possessive - the King's pin! - it also provides for the sequential introduction of vocabulary; e.g.

page 11 - A pin!
The King's ring!
It is the King's pin!

page 16 - A ring!
The King's ring!
This is the King's ring.
It is the King's ring.

Overall, the story is very motivating and excellent for maintaining student attention. This is attained through the presentation of illustrations always demonstrating action (the rat stealing) and contrast of moods (rat mischievous, always happy in getting away with the stolen goods; the king's animals worried).

Briefly, the story is an excellent portrayal of a relevant aspect of life: the consequences of stealing – loneliness, and loss of freedom. Thus, the child is presented with the conflict of right or wrong and the significance of understanding underlying emotions.

RECOMMENDATION:
Recommended as an English as a Second Language basal program for kindergarten or first grade students. Teachers can easily adapt the story into a Spanish or English play, and develop additional exercises to supplement those in the workbook.

Learning English as a Second Language

Oceana Publishers
Dobbs Ferry, New York
Grade: 1-4

GENERAL DESCRIPTION:
Soft bound. This is a basal series in English as a Second Language for grades 1-4.

The series consists of: 4 consumable Student's Workbook (1-4) containing exercises in a one-to-one correspondence in English and Spanish; and a Student's Text (1-4).

SKILLS:
If properly handled, the series can provide for skills development in:

- recognizing and properly using noun, verbs, adjectives
- conjugating verbs
- vocabulary development
  - defining
  - differentiating between English and Spanish words
  - associating word/picture correspondence matching words with definitions
- syllabication (dividing words according to number of syllables; e.g. ba/na/na
- combining vowels and consonants; e.g. b c g

EVALUATION:
Designed by school administrators, the series becomes a replica of the standard of traditional lessons in nouns, verb conjugations, adjectives, etc. However, it follows a sequential presentation of language acquisition techniques according to grade level: listening, repeating, reading and writing.

Although the one-to-one correspondence of exercises in English and Spanish might be confusing to some students; the teacher can effectively use the exercises in Spanish when students show difficulty with the exercises in English.

Briefly, the series must be improved in three broad areas: (1) Culture - should include illustrations of items common to Spanish - Americans, such as kites, mangos, avocados. (2) Illustrations should be varied and colorful; and (3) its organization should be informal and motivating statements should be included throughout to provide the student with an idea of what achievements are expected of him.

RECOMMENDATION:
Not recommended as a basal series for English as a Second Language programs.

Reading Exercises on Spanish Americans

Continental Press Co., Inc.
Elizabethtown, Pennsylvania 17022
Grade: 4-6
64 Pages
Booklet $.75
Set of 30 Posters $6.00

GENERAL DESCRIPTION:
This is a collection of short biographical sketches of Puerto Ricans, Cubans, and Latin Americans, representative of a wide range of occupations. The contained biographies are accompanied by a brief series of exercises aimed at developing reading skills. Also contains a glossary.

The workbook is correlated to a set of Study Posters depicting large portraits of all figures treated in the book, and a teacher's guide.

SKILLS:
The exercises included are geared at developing skills in:
- defining words within context
- identifying and recognizing sounds; e.g. page 63-the letter has two sounds.
- identifying main ideas
- retelling
- classifying words; e.g. root, synonyms
- recounting
- selecting titles according to content

EVALUATION:
A good workbook which can be used in developing understanding in and appreciating the culture of America's Spanish-speakers. By presenting individual accomplishments in the areas of Politics, Sports and Literature, it provides Spanish-speaking students with sources which increase their self-esteem. However, among thirty biographies, only three deal with women. Teachers could, thus, expand the selections to include more of socially aware women.

An enjoyable, easy to follow workbook.

RECOMMENDATION:
Recommended as a supplementary reading enrichment workbook.

Método Alpha

Anaya/Las Americas
152 East 23rd Street
New York, N.Y. 10010
Grade: PrK-2
10 Pages (per booklet)
1974
$4.75

GENERAL DESCRIPTION

Paperbound, set of 8 consumable pupil's workbooks. Includes no texts. The series is, apparently, still in developmental stages.

To be used for the teaching of reading through phonics/sight words and picture/word association for Pre-Kindergarten thru second grade students.

SKILLS:

Relies heavily on associating pictures with corresponding words and copying the recognized words.

- recognizing capital and lower case letters; e.g. A (capital), a (lower case)
- visual discrimination; e.g. distinguishing figures contained, colors, shapes
- identifying consonants; e.g., t, d, p, b
- identifying vowel sounds; e.g., a, e, i, o, u
- combining consonants and vowel sounds; e.g. da, ma, mama, la

EVALUATION:

Of limited outreach; it all ends up in copying and recognizing pictures and words. Leaves little room for expansion or usage of vocabulary introduced in sentences as most exercises are repetitive. However, repetition of the same sentences could also contribute to memorization of the fill-in words and sounds (vowels and consonants) introduced. A doubt remains: what probabilities are there for the student identifying the word's meaning within a different context? In addition, some of the words used throughout are not commonly used by mainland Puerto Ricans; e.g. quebrada, aula.

The series could be more meaningful if pupil's texts and/or a teacher's guide were published. But as currently published, it turns out to be seat work for students and a vacuum for teachers. No suggested activities or references are given.

RECOMMENDATION:

To be used only as supplemental exercises with beginning students. The exercises should be coordinated with a basal reading program.

El Día de las Madres

BABEL
1039 Heinz Street
Berkeley, Cal. 94710
Grade: 4-6
22 Pages
$2.50

GENERAL DESCRIPTION:
Paperbound, enrichment activity on the Mexican Mother's Day culture unit developed to convey cultural content of Social Sciences areas in elementary grade levels.

Gives background information, illustrations, activities and evaluation exercises.

SKILLS:
Primarily geared at developing pride and understanding in the Mexican culture, the material can also be used for developing skills in:

- contrasting of feelings: e.g. love towards one's mother, ways of celebrating Mother's Day.
- identifying expressions of affection
- answering questions according to context
- constructing: e.g. items for mothers, poems,etc.

EVALUATION:
The booklet presents – through poems and stories – a perfect approach for reinforcing cultural perspectives. Although specifically geared to the Mexican-Americans, the material can be used with other Spanish-speaking ethnic groups for multicultural purposes. It also lends itself for dramatizations, thus providing for students' creative expressions.

Teachers could easily integrate the material into the Spanish Language Arts program (reading or writing), Social Studies (for comparisons of cultural patterns within different ethnic groups or societies), or Arts curriculum (through which students can creatively handle the content).

An excellent cultural reference source!

RECOMMENDATION:
To be acquired for multicultural purposes.

Spanish Test of Oral Proficiency

BABEL
1039 Heinz Street
Berkeley, California 94710
Grade: K-2
32 Pages
$3.00

GENERAL DESCRIPTION:
Soft bound. This is a comprehension test for elementary grades (K-2). The booklet contains a set of questions and pictures for the identification of particular words or expressions.

SKILLS:
To be used for the assessment of the following skills:
- associating picture/word correspondence
- recognizing and responding to commands
- answering simple questions
- visual discrimination

EVALUATION:
Teachers using this test will find it simple and time effective. Instructions are included in Spanish and English, facilitating its administration.

The illustrations are clearly delineated to avoid confusion.

Easily administered by teachers or teacher aide.

RECOMMENDATION:
Recommended for usage by bilingual programs.

El Derecho de Leer/Babel Right to Read Program

BABEL
1033 Heinz Street
Berkeley, California 94710
Grade: 1-3
147 Pages
$6.00

GENERAL DESCRIPTION:
Spiral bound. This is a comprehensive Spanish Reading guide which includes objectives, activities, suggested materials and evaluation techniques. The program also includes a Spanish textbook and a workbook to reinforce the lessons in the guide.

Designed to teach reading in Spanish within a six-month period, it teaches the visual, the audio, and the written sound simultaneously.

SKILLS:
This guide can be effectively used to develop or reinforce, among others, the following skills:
- recognizing vowel sounds
- contrasting vowel sounds
- combining vowel sounds
- combining vowels and consonants
- recognizing syllables
- identifying initial sounds
- building sentences
- writing dictated words
- picture/word association

EVALUATION:
El Derecho de Leer guide provides teachers with step-by-step teaching strategies which allow students to master the basic reading skills: e.g. the student starts by identifying and blending vowels,, then he sequentially moves towards blending vowels and consonants, forming words and sentences.

In addition, the diversity of activities and evaluation suggestions allow teachers to recycle the learning experiences for students who have not mastered the introduced skills.

RECOMMENDATION:
Recommended for 1-3 grade students who are initiating their experiences in Spanish reading.

Mi Primer Libro de Palabras

BABEL
1039 Heinz St.
Berkeley, California 94710
Grade: 1-2
43 Pages
$3.00

GENERAL DESCRIPTION:
Spiral bound pupil's booklet. It can be effectively used with 1-2 grade students as a reading guide for Spanish Language Arts.

Includes a useful glossary with word definitions in English and sample sentences in Spanish.

SKILLS:
To be used for increasing comprehension through use of words in context. Other skills to be developed are:
- reproducing sounds; e.g. corre
- writing letters
- syllabication; e.g. co-rre
- identifying vowels and consonants
- accentuating; e.g. corrió

EVALUATION:
Manipulative phonetic approach allows student to gradually combine given words in sentence context. The objective is to facilitate the learning and teaching of phonetic and vocabulary skills (e.g. combining vowels and consonants) as an initial stage in the development of reading skills in childhood education.

RECOMMENDATION:
Teachers should supply drawings or pictures to correspond with words presented.

Lecciones para Acompañar Curso de Español Vernáculo

Public School 25
811 East 149th Street
Bronx, New York 10455
Grade: 2
105 Pages
$3.75

GENERAL DESCRIPTION:
Spiral bound, mimeographed. This guide contains supplementary activities and strategies to accompany the Curso de Español para Estudiantes Hispanoparlantes del Segundo Grado.

SKILLS:
The activities contained can develop or reinforce, among others, the following skills:
- describing and contrasting; e.g. voice tone
- listening comprehension
- identifying and describing sounds
- associating pictures with corresponding sounds
- recognizing rhyming words
- recognizing initial sounds
- following directions
- analyzing poetry
  * identifying main ideas in poems

EVALUATION:
Designed as a supplementary manual, the teaching strategies and varied suggestions on materials provide the teacher with the necessary tools to facilitate teaching.

In addition, some of the materials contained make reference to Puerto Rican cultural aspects; e.g. Arturo Somohano's recordings for sound discrimination, thus, allowing teachers to easily identify and present materials relevant to the students' cultural background.

As with the Teacher's Guide, this manual should be submitted to thorough proofreading to correct orthographic errors.

RECOMMENDATION:
Recommended as a teacher's resource guide to teach Spanish as a First Language.

Curso de Español como Vernáculo

Public School 25
811 East 149th Street
Bronx, New York 10455
Grade: 2
102 Pages
$3.75

GENERAL DESCRIPTION:
Spiral bound, mimeographed. This is a comprehensive Teacher's Guide for Spanish as a First Language, which includes varied activities, suggested materials, skills for first and second grade; as well as a list of the program's goals.

SKILLS:
Among the developed or reinforced skills are:
- reading readiness
  - listening
  - observing
  - comprehending oral language
  - content comprehension
  - appreciating literature
- oral language
  - narrating
  - dramatizing
  - pronunciation
- reading
  - analyzing words
  - recognizing words
  - defining
- written language
  - copying
  - creatively expressing experiences
  - writing from dictation

EVALUATION:
This guide can be of value to teachers due to its specific orientation and presentation of materials.

Its bibliography allows teachers to select materials from a wide range of possibilities that can contribute to the general development of the program.

Although aimed at the Puerto Rican student living in New York, the learning experiences described can be relevant to other Hispanics as well.

The guide, however, requires thorough proofreading to correct orthographic errors.

RECOMMENDATION:
Recommended as a teacher's resource guide to teach Spanish as a First Language.

Spanish Language Arts II

Alum Rock School District
San Jose, California
Grade: 2
10 Pages
Program Disseminated

GENERAL DESCRIPTION:
Loose leaf notebook with semi hard cover. Program produced accessible only through the publishing school district. Includes a wide range of activities which can be adapted to the needs of slow or bright learners. The pedagogical style used throughout is concise and to the point.

The guide has been designed to include behavioral objectives (to correspond to each unit), activities, specific skills to be developed and numerous resources with relevant references.

EVALUATION:
Unicultural subject matter content geared to the Mexican-American student. Excellent, multisensory approach to learning, students learn through action: by participating in culturally relevant games, songs, crafts, etc.; which require involvement of all senses.

Improvement of the guide could be attained through the inclusion of more detailed descriptions of games, sample lesson plans, and a skills list for individual pupils.

RECOMMENDATION:
Excellent potential for adaptation. Should be used as a supplement to a basal program; e.g. Laidlaw, Santillana.

Spanish Language Arts III

Alum Rock School District
San Jose, California
Grade: 3
8 Pages
Program Disseminated

GENERAL DESCRIPTION:
Mimeographed, loose leaf notebook with semi hard cover. Format is simple, clear, outlined and represented in semi-chart form.

The activities included offer much variety in learning experiences for all levels: e.g. dramatizations, games.

Includes behavioral objectives, activities, skills, and resources charted by unit.

EVALUATION:
Although designed in sequence to guides 1 and 2, descriptions and suggestions are more limited. It still constitutes, however, one of the best outlined curriculum guides. Teaching approaches are geared at developing pride in culture and language of the Mexican American child. Regional as it may seem, teachers who are working with other Spanish-speaking ethnic groups can easily adopt the content to a multicultural course.

RECOMMENDATION:
To be acquired for multicultural purposes or as a guide in the development of curricula.

Spanish as a Second Language

P.S. 25
New York, New York
Grade: K-2
180 Pages
$3.75

GENERAL DESCRIPTION:
Mimeographed. Spiral bound. Their loose leaf pages make them of fair durability as they can be torn easier than if bound. The printing, at times, becomes illegible due to lightness of color.

The pedagogical style (specificity of orientation, way of transmitting suggestions), however, is clear and concise - to the point.

Extremely well structured curriculum guides for Spanish as a Second Language programs, grades K through 2. Its index correlates objectives with the covered units; more specific objectives are stated in individual units. Its varied teaching suggestions (geared at providing students with manual and practical experiences; e.g. students role playing adult roles, knowing introductory expressions) make them a valuable guide for experienced and beginning teachers.

EVALUATION:
Although a highly structured and specific guide, the following areas require further development: (1) inclusion of multicultural materials which can reinforce the need for Spanish Language Arts programs among non Spanish American students; and (2) inclusion of student developed materials; e.g. glossaries, illustrated stories.

RECOMMENDATION:
Strongly recommended as a resource guide for teachers; or for adoption by other bilingual programs.

Spanish Language Arts, IV

Alum Rock School District
San Jose, California
Grade: 4
8 Pages
Program Disseminated

GENERAL DESCRIPTION:
Mimeographed, loose leaf notebook with semi-hard cover. The pedagogical style remains simple and to the point.

Program produced, accessible only through the publishing school district.

As a sequential guide, it maintains the previous design: behavioral objectives, activities, specific skills and resources to accompany each unit. The actual presentation of visual activities (dittos) remains a teacher's responsibility. Includes no bibliography per se.

EVALUATION:
Although guide IV follows the same pattern as guides 1-3, it fails to make a smooth transition into the intended grade level: the stressed vocabulary and content remain below the grade level. However, the guide is an excellent cultural and reference source for elementary teachers working with Mexican Americans. Teachers working with other ethnic groups could use it for multicultural purposes or as a guide for developing their own according to the target population's needs.

Due to its supplemental character, it must be correlated with a basal reading program.

RECOMMENDATION:
To be used for multicultural purposes or as a guide in the development of curricula.

Spanish Language Arts

Spanish Curricula
Development Center
1420 Washington Ave.
Miami Beach, Fla. 33139
Grade: 1
242 Pages
1973
$6.75

GENERAL DESCRIPTION:
Spiral bound. This Teacher's Guide contains varied teaching suggestions, activities, objectives and skills to be covered with first grade students in the Spanish Language Arts program. The activities presented have been grouped according to the following clusters: (1) reading skills of comprehension and interpretation; (2) listening skills of comprehension and interpretation; and (3) oral language development.

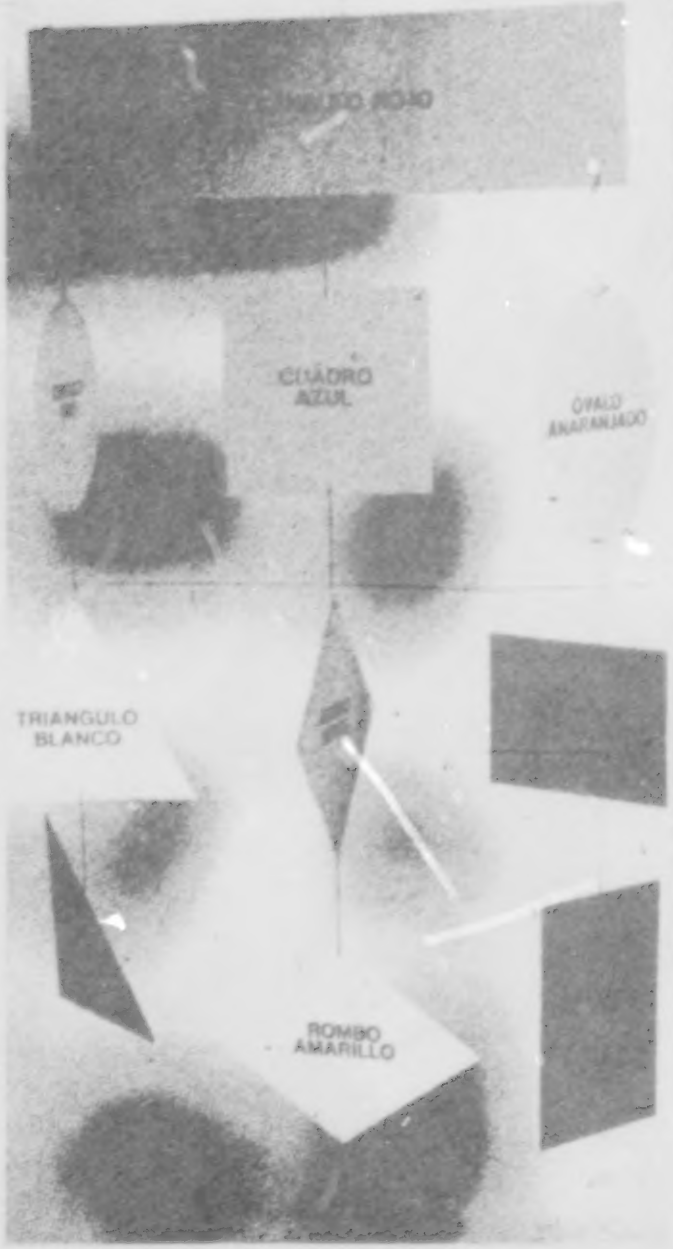
SKILLS:
The learning activities contained are geared at developing skills in:
- reading skills of comprehension and interpretation
  - •visual discrimination from left to right
  - •motor coordination by drawing lines and circles
  - •auditory discrimination of initial sound; e.g. pl b
- listening skills of comprehension and interpretation
  - •recalling details of rhymes presented
  - •anticipating events
  - •analyzing characters
  - •analyzing main ideas in stories
  - •retelling stories
  - •establishing sequence of ideas
- oral language
  - •indentifying people and activities in the classroom
  - •comprehending the concept of friend
  - •identifying emotions through facial expressions
  - •identifying, describing and locating classroom objects
  - •identifying resources and their uses
  - •describing the feelings of teachers and peers

EVALUATION:
As a teacher's guide, objectives, skills and activities have not been related to general program goals. This gives it a rather loose structure. The lack of an orientation, program objectives and teaching techniques leaves the teacher in a vacuum: Are students to master skills according to pre-established standards? And although instructions given are very specific, the style of presentation is very dry and unattractive.

RECOMMENDATION:
Recommended as a usefull skills and related activities resource guide for first grade teachers.

61

José
martí
la edad
LEE


CUADRO AZUL
OVALO ANARANJADO
TRIANGULO BLANCO
ROMBO AMARILLO

Edgewood Independent School District Reading Program - Spanish

Edgewood Independent
School District
San Antonio, Texas
Grade: 4-6

GENERAL DESCRIPTION:
Spiral bound, mimeographed sets of Students' Readers and Teacher's Guides. Primarily intended for Mexican Americans, this reading series can be adequately used with fourth to sixth grade students.

These Readers are geared at providing Mexican American students with a collection of stories which contribute to the development of cultural awareness.

Titles include: Tesoros de mi Raza, Variedades Juveniles, Escaparate.

SKILLS:
The series can be effectively used for developing skills in:
- identifying main ideas
- analyzing characters, feelings, moods
- vocabulary development
- defining words within context of stories
- completing sentences with corresponding missing words
- organizing words according to alphabetical order
- relating the cultural content of the reading selections with self
- formulating questions
- answering context questions

EVALUATION:
Although this reading series represents an excellent effort in providing Mexican American students with culturally relevant learning experiences - e.g. folktales - it should undergo revisions and further development. Requires additional activities reinforcing awareness of the changing role of women in today's society; as most selections portray women within traditional standards; conforming, emotional, passive and brought up for motherhood. Presentation of traditional patterns without due understanding of the current social forces in which students participate on a daily basis will make it difficult for them to become active participants of social dynamics.

In addition, the program could be made more flexible if a recycling of activities is integrated. Such a recycling would allow students of different progress rates (slow and bright students) to engage in varied learning activities until skills are mastered.

RECOMMENDATION:
A meaningful reading program for Mexican American students. However, teachers working with other Spanish-speaking ethnic groups can select some of the reading selections to be used for multicultural purposes.

Folklore of Latin America

Massachussetts Bilingual Program
Boston, Massachussetts
Grade: 4-6
88 Pages
1975

GENERAL DESCRIPTION:
Stapled bound, mimeographed. Bilingual edition covering a wide variety of Latin American stories. Although one of the stated objectives (p.4) is to get students to read, the stories are not adapted for direct student usage. There is no indication that the stories have been adopted and separately published for the child's usage. Lists a few resources. Some varied teaching approaches are suggested but they are not new or creative ways to handle story telling. Very limited bibliography included.

EVALUATION:
Vocabulary and content too difficult for elementary grades except when used as straight story telling. The guide follows no definite structure, from page 33 onward the parallel structure breaks down and no more teaching suggestions are given. Stories appear out of sequence; some have translations and some do not — very CONFUSING. Needs thorough proof-reading. Very sketchy orientation. Activities suggested for language skills are too disjointed and difficult; e.g., p. 32; outlining, writing morals. However, the variety of stories from different countries do provide for good enrichment experiences. Social change awareness can be achieved through discussion of stories.

RECOMMENDATION:
Not a curriculum guide, not a pupil's text, but a real good collection of folkloric tales.

Español para Estudiantes Hispano Parlantes

P.S. 25
New York, New York
Grade: K-2
$3.75

GENERAL DESCRIPTION:
Mimeographed. Spiral bound. Its poor printing sometimes makes it illegible; e.g. page 52. Their flexibility provide for different levels of progress; e.g. readiness activities for slow learners are included at the beginning of the guides.

Fairly good structure. Teachers are provided with varied teaching suggestions correlated to objectives, skills and available resources.

However, they do not provide skills charts, ditto masters nor varied evaluation suggestions.

These curriculum guides are available for grades K-2.

EVALUATION:
Although primarily intended for Puerto Rican students in New York, their lack of emphasis on Puerto Rican culture makes them adaptable to the needs of other Spanish-speaking ethnic groups.

The lack of a systematic and gradual presentation of the phonetic approach; e.g. are sound combinations (br) to be introduced before simple sounds? — is supplemented in the Lecciones para Acompañar el Curso Vernáculo.

However, the cultural aspect is not incorporated nor is it stated whether teachers are to integrate it according to need.

RECOMMENDATION:
Recommended as a resource guide for teachers; or for adoption by other bilingual programs after it is revised.

Vocabulario Español

IDEAL
11000 South Lavergne Ave.
Oak Lawn, Illinois 60453
Grade: 4-8
24 Pages
$5.00

GENERAL DESCRIPTION:
Vocabulario Español consists of 200 ditto masters of supplementary exercises for Spanish Language Arts.

Its easy to follow instructions make it proper for individualized work.

SKILLS:
The activities contained can be effectively used to develop the following skills:
- psychomotor
- visual discrimination
- hand/eye coordination
- recognizing words
- completing words
- defining
- establishing relationships
- organizing in alphabetical order

EVALUATION:
Vocabulario Español can be a good resource to be used with average students or slow learners. Its simplicity, however, can offer less than a challenge to more advanced students.

If used, teachers must adequately supply students with background learning experiences.

RECOMMENDATION:
Recommended as supplementary enrichment exercises for bilingual students in grades 4-8.

Viajemos Con El Circo

Editorial Bruno
Barcelona, Spain
Grade: 3-4
1970
$2.70

GENERAL DESCRIPTION:
Loose leaf pages. This reading and writing kit contains three pupils' booklets aimed at reinforcing reading/writing skills in Spanish.

SKILLS:
If properly organized and handled, the activities can be effectively used to develop skills in:
- building sentences from a set of given words,
- arranging words according to alphabetical order,
- recognizing correct sentence structure; e.g. corrio Juan a la calle, should read, Juan corrio a la calle, (the noun goes before the verb).
- dividing words by syllables; e.g. ca/sa
- formulating questions
- identifying main ideas
- recognizing adjectives; e.g. blue (azul), young (joven)

EVALUATION:
As pupils' workbooks the kit is very confusing. Although it is meant primarily for individualized instruction, the format requires teacher involvement. No specific instructions are given and, in addition, the booklets are not bound or stapled. The pedagogical style is very dry and dull, which coupled with the absence of illustrations, produces an unmotivating language kit.

Due to its loose organization, skills are not presented sequentially: should the student master the combination of vowels before learning their phonetic symbols? This is the type of dilemma the student is faced with due to the disorganization of activities.

RECOMMENDATION:
Teachers should not use this kit without previously submitting it to a revision.

Vocabulario Español

IDEAL
11000 South Lavergne Ave.
Oak Lawn, Illinois 60453
Grade: 4-8
24 Pages

GENERAL DESCRIPTION:
Vocabulario Español consists of 200 ditto masters of supplementary exercises for Spanish Language Arts.

Its easy to follow instructions makes it proper for individualized work.

SKILLS:
The activities contained can be effectively used to develop the following skills:
- psychomotor
  - visual discrimination
  - hand/eye coordination
- recognizing words
- completing words
- defining
- establishing relationships
- organizing in alphabetical order

EVALUATION:
Vocabulario Español can be a good resource to be used with average students or slow learners. Its simplicity, however, can offer less than a challenge to more advanced students.

If used, teachers must adequately supply students with background learning experiences.

RECOMMENDATION:
Recommended as supplementary enrichment exercises for bilingual students in grades 4-8.

Pareando Objetos, Personas y Edificios

Developmental Learning Materials
7440 Natchez Ave.
Niles, Illinois
Grade: 3-7
$3.25

GENERAL DESCRIPTION:
Boxed game containing large skills cards and small classification cards. For 1 to 8 players.

Good for developing awareness of careers or occupations in local neighborhoods. Appropriate for 3-7 grade students.

SKILLS:
Teachers should find this game very effective in developing skills in:
- memorization (jobs and buildings)
- classification; e.g. according to careers
- discrimination; e.g. between pictures
- matching; e.g. objects to buildings

EVALUATION:
Highly motivating and colorful games. Its presentation of vocational and professional careers usually identified within the students' local neighborhood can provide for social awareness of economic needs in their community; as well as of the changing role of women in the professional world.

Excellent for providing students with a base of motivation leading to community involvement and identification; e.g. students might want to research the number of female doctors in their community or participate in a "careers fair" sponsored by the school.

RECOMMENDATION:
Strongly recommended as a supplemental learning experience for Spanish Language Arts or Social Studies programs.

Rompecabezas de Nombres

Developmental Learning
Materials
7440 Natchez Ave.
Niles, Illinois 60648
Grade: Pre-K-2
$4.75

GENERAL DESCRIPTION:
Boxed puzzle consisting of 25 3" x 4 3/4" double sided dual colored cards showing objects and corresponding words.

Intended for Pre Kindergarten to second grade students.

SKILLS:
This puzzle can be used for developing skills in:
- perceptual discrimination; e.g. distinguishing items contained in the cards
- memorizing; e.g. the words corresponding to the corresponding item card
- associating words with corresponding pictures

EVALUATION:
This puzzle's cards should be used primarily for individualized instruction after words introduced have been presented to the student. The teacher must, however, be aware that picture/word correspondence is not always achieved; e.g., the matching card for amigo (friend) presents amigos (friends), the one for boton (button) presents botones (buttons), the card for nose (nariz), etc. Thus, the teacher will be required to prepare additional written/oral instructions or present the puzzle words within different contexts prior to its usage.

RECOMMENDATION.
Recommended for acquisition as a supplementary activity for 1-4 graders. It is, however, not an indispensable acquisition as the teacher can create her own puzzle cards.

Móvil de Colores Y Formas

Developmental Learning
Materials
7440 Natchez Avenue
Niles, Illinois
Grade: K-2
$4.25

GENERAL DESCRIPTION:
yed cardboard mobile. It is a very decorative nd colorful game. To be used for the introuction of the ten basic colors and six geometrial shapes. Each shape has the Spanish imprint gnifying its color and shape. Includes easy inructions for assemblage.

SKILLS:
ood for developing skills in identification; e.g. olor, shapes, and matching, e.g. color/shape rrespondence: red with the circle; picture/ ord association.

EVALUATION:
ue to its specialized vocabulary, it is an inadeiate tool for developing language skills at the ended grade level; e.g. rombo. Although the cabulary is more appropriate for 3-6 graders, e fact that it is presented through a mobile (a usually identified with small children) might a frustrating experience for the older child.

RECOMMENDATION:
commended for usage with K–2 grades. If used with upper grades, a guide for language development activities and grade level activities should be designed.

ABC de Puerto Rico

Troutman Press
Las Americas Publishing
40-42 23rd Street
Long Island City, New York
Grade: 4
60 Pages
$6.95

GENERAL DESCRIPTION:
Hard cover text of poems representing a typical Puerto Rican word of African or Tainian (native indians of Puerto Rico) origin. Includes illustrations to accompany each poem. Intended for 4th grade students.

SKILLS:
Emphasis is placed on developing awareness and understanding of Puerto Rican cultural richness. The student is, thus, required to identify (e.g. el pitirre, el guicharo), and to contrast (Tainian and African roots). In a broader area - Spanish Language Arts - the student is given the opportunity to develop writing and pronunciation skills.

EVALUATION:
Poems are developed and organized according to the alphabet. Each poem conveys a definite mood that pertains to the Puerto Rican culture. Repetition of sounds creates the easy flowing mood of poems which are easily understood since most concepts are not abstract. Main words are bold face with vocabulary words at end of page. The book provides beautiful images of words presented. Thoughts and ideas are presented sequentially.

A few sounds can be problematic if the student is not familiar with them; e.g. guicharo. Includes an explanation of the punctuation marks which makes pronunciation of certain symbols easier. Should be used in Social Studies classes to provide the student with an aspect of his culture which might have been neglected: the land of the people. Definitely creates a positive image of Puerto Ricans in relation to their language. Conveys feelings of pride. It is full of vocabulary used by man to describe his feelings for the land he worships.

It exposes the culture and identity hungry students to a tool needed so badly in the mainland.

RECOMMENDATION:
A must in every bilingual program!

Oté

Pantheon Books
Random House
Publishing Co.
New York, N.Y.
Grade: 4-6
28 Pages
1969
$3.95

GENERAL DESCRIPTION:
This book retells in English, and illustrates, a Puerto Rican folktale about a poor man's bad luck, his encounter with the devil, and his youngest son's victory over the devil.

Despite its unnumbered pages, it can be easily handled by young children.

SKILLS:
This folktale can be used in developing the following skills:
- contrasting emotions, feelings
- associating emotions with concrete events; e.g. fear towards the unknown and bad luck as presented in Oté's inability to provide for his family.
- analyzing characters and purpose of the story
- appreciating and understanding cultural values.

EVALUATION:
A highly motivating story that will capture the Puerto Rican child's interest; as it keeps him wondering what will happen next; e.g. when Oté is eating from the devil's bowl and when Chiquitin is following, unnoticed by his father.

However, the full color and eye catching illustrations fail to realistically portray the traits of Puerto Ricans; e.g. Oté's features and clothing resemble those of a Mexican more than those of a Puerto Rican.

The content, however, fully reflects the struggles and beliefs of Puerto Ricans.

RECOMMENDATION:
Strongly recommended as a supplementary reader in English Language Arts programs.

Cuentos Folklóricos de Puerto Rico

Colección de Estudios Puertorriqueños
San Juan, Puerto Rico
Grade: 4-6
120 Pages
1974
$6.96

GENERAL DESCRIPTION:
This book is a compilation of Puerto Rican folkloric stories which have passed from one generation to another; yet still remain a national tradition.
Some of the stories included are:
- Los Tres Hermanos y los Objetos Maravillosos
- Los Tres Deseos
- Juan Bobo y la Princesa Adivinadora
- El Conejo y El Tigre
- Juanito y La Princesa

SKILLS:
The stories contained can be effectively used in developing the following skills:
- analyzing characters, moods, feelings, emotions
- identifying main ideas
- retelling
- organizing events
- appreciating and understanding multicultural influences in Puerto Rican heritage.

EVALUATION:
Although an excellent collection of folk tales, its vocabulary level is not intended for Spanish-speaking Americans.

The opaque and slightly blurred illustrations are usually neither motivating nor attractive for the intended interest level.

However, teachers who are using the book can make it more interesting and relevant to mainland Puerto Ricans by developing activities; such as: dramatizations, illustrating the stories, or having advanced students rewrite brief versions of the stories.

RECOMMENDATION:
Recommended as a supplementary reader for students with full command of the Spanish language, grades 4-6.

Por el Mundo del Cuento y la Aventura

Laidlaw Publishers
River Forest, Ill. 60305
Grade: K-4
$34.86

GENERAL DESCRIPTION:
The series includes hard bound texts with correlated paperback, consumable workbooks. This is a basal elementary grades reading program, originally intended to be used in Puerto Rico.

The series consists of pupil's textbooks emphasizing the child's vital family and peer relationships, and life in rural Puerto Rico. Puerto Rican historical development and leisure activities; corresponding Teacher's Manual containing rationale, objectives and suggested teaching suggestions; as well as the Pupil's Workbooks containing variety of exercises correlated to skills.

SKILLS:
Provides for skills development in:
- reading comprehension
- contrasting of feelings, moods, story's main ideas
- completing words with missing vowels
- punctuating; e.g. use of hyphen, accents, dieresis
- identifying and properly using nouns and verbs
- matching words with definitions in content
- building sentences from given words
- interpreting actions, styles of writing (poetry)

EVALUATION:
The series does not present a structural phonetic method. The consonant and vowel sounds are presented indiscriminately. The series as a whole presupposes the knowledge of these sounds. This is why on page 7 one finds compound sounds like br (brinca). The absence of a phonetic base definitely undermines the pedagogical style (instructional goals) of the program. It also makes it difficult to determine its intended reading level.

In addition, it does not realistically reflect the needs and behaviors of children. It presents children acting within a subordinate and overprotective pattern, dependent on the adult's expectations. Yet children tend to be very natural and independent in their actions. Students using this text will probably wonder whether children in Puerto Rico are engaged only in playing with dolls and balls.

Traces of sexist stereotyping are present throughout: - the girl is always picking flowers, - presents the traditional nuclear families: mother knitting, the girl is sewing and the father is reading the paper; the boy wants to be an inventor while the girl simply wants to be a "good housewife." Girls are continuously guided toward the ultimate goal of motherhood without developing career awareness or the importance of assuming active roles within their community's social development. In general both illustrations and content present the girl as more emotional, quiet and passive; while the boys are motivated toward action.

To facilitate comprehension of material the illustrations contained should be revised – particularly the map on page 1 which bears a pink background (ocean) instead of blue. The illustration of an Indian on page 18 is suggestive of a North American Indian. On the other hand concepts are presented within a limited scope; e.g. page 29, #4, presents Columbus as a man of power and confidence but fails to indicate the limitations of power in terms of economic and political structures. In addition, traces of religious bias are evident on pages 64 and 76, which present Catholic churches without due consideration to other religious influences or groups. No mention is made of women's contributions to Puerto Rico's social development.

The approach followed throughout is totally unicultural as it only portrays culture in Puerto Rico. Thus, it fails to provide children with multicultural experiences which could broaden their perspective of society.

RECOMMENDATION:
Should not be used as a basal reader by itself. Teachers should explore other readers or possibilities. If used in the mainland, teachers should develop an additional unit relating those experiences described in Puerto Rico with the child's immediate experiences and needs in the United States.

SENDA
Programa de Lengua Española

Santillana Publishers
575 Lexington Ave.
New York, N.Y.
Grade: 1-3
$100.15
(Evaluation tools excluded)

GENERAL DESCRIPTION:
Hard cover, fully illustrated basal reading program for Spanish Language Arts. It is intended for 1-2 grade students. The program consists of: 6 basic readers, — Mira, Mira y Lee, Lee y Trabaja, Trabaja y Aprende (Level I), La Ciudad, Otros Amigos Otras Culturas (Level II). 5 consumable workbooks; a set of flashcards; 2 Teacher's Guides (Level I and II), and the Program Management System containing Readiness Tests, Mastery Level Tests, Criterion Referenced Assessments, answer keys and 2 Teacher's Guides.

SKILLS:
The reading program can be successfully used for development of skills in:
- visual discrimination; colors, shapes, figures
- audio visual memory; recalling pictures
- reasoning comprehension
- decoding; e.g. recognizing the size, shape and position of letters
- phonetic analysis; e.g. recognizing initial, middle and final sounds (n, s, p, t)
- identifying characters, moods, feelings
- interpreting
- sequencing events
- analyzing word's structure; e.g., initial syllables such as 1 + a vowel.
- identifying picture clues
- infering
- identifying initial consonants
- recognizing plurals
- identifying main ideas
- classifying according to alphabetical order
- outlining short stories

EVALUATION:
A highly structured reading program providing the student with sequential skills development; e.g. relating the child first to picture discrimination, then to decoding until he reaches a matured reading level in which he can more fully comprehend reading selections; as well as become aware of the selections' meaning in his social development. Assurance of mastery is guaranteed through the evaluation program which provides for prescriptive activities (additional activities emphasizing skills not mastered).

This program definitely makes reading a challenging, meaningful and interesting activity.

RECOMMENDATION:
Strongly recommended for 1-2 grade students in Spanish Language Arts Program.

Program Management System

Santillana Publishers
575 Lexington Ave.
New York, N.Y.
Grade: Elementary
1974
$34.50

GENERAL DESCRIPTION:
The Program Management System consists of a summative evaluation program PAL/RRA geared at determining the skills that need reinforcement before initial reading takes place. Includes three booklets, each containing an item analysis chart, four picture cards, and an Examiner's Manual containing specific administering directions and methods of interpreting outcomes. As the Student's Booklets are illustrations only, they can be used for Spanish or English dominant students.

The second component, the Criterion Referenced Assessment (CRA) is formative in nature and aimed at diagnosing skills not mastered and prescribing additional activities for their reinforcement.

Included are key cards containing the correct answers to the exercises, and a Teacher's Guide (Level I and II) with specific directions for administration; as well as a Parent's Report form, through which parents are informed of the children's progress.

SKILLS:
Some of the measured skills are:
- visual discrimination; likenesses differences
- motor coordination
- auditory discrimination
- recognizing words
  - *decoding: shape, size and position of letters - phonetic analysis - identifying initial sounds; e.g. m, p
- comprehension
  - *identifying characters, moods, feelings
  - *interpreting
  - *infering outcomes
  - *recognizing picture clues
  - *analyzing characters
  - *identifying main ideas
- recognizing words
  - *synonyms
  - *plurals
  - *suffixes

EVALUATION:
Due to its prescriptive - specifically CRA - nature, it becomes an excellent tool for the recycling of learning experiences leading to mastery of skills.

A highly flexible system which allows students to progress at own rates; while at the same time allowing teachers to individualize instruction according to students needs.

RECOMMENDATION:
Strongly recommended in the assessment of skills developed through its complementing basal reading program.

Saeta

Santillana Publishers
575 Lexington Ave.
New York, N.Y.
Grade: K-1
Texts $2.50 ea.
Workbooks .75 each

GENERAL DESCRIPTION:
The Saeta reading and writing series has been designed for advanced kindergarten and first grade students.

The series contains: 3 Student's Texts, 10 Veleta Workbooks, 1 Teacher's Guide and a Pre-reading test and a Primer Achievement test to assess the child's readiness and mastery of skills.

SKILLS:
The series can develop skills in:
- identifying moods of characters; e.g. children's joy
- interpreting actions; e.g. why are children happy; why are the children running.
- comprehending the reading selections; e.g. through definitions of words used: Que es una piragua?
- associating picture/word relationship
- recognizing letters; e.g. A, B, U, E
- combining letters; e.g. ho, ma-ma
- completing sentences with missing words
- recognizing sequence of stories
- building sentences from pictures of items or given words
- word tracing; e.g. students going over dotted words.

EVALUATION:
Although this colorful reading series provides for development of varied skills, a smooth transition in terms of vocabulary introduction is not always achieved; e.g. El Molino introduces short sentences – verb and noun combination or one word sentences: Hola!; but all at once La Piragua introduces lengthy sentences. In addition, formal and unfamiliar tenses (for Spanish Americans) are used; e.g. "Sabeis." However, it provides for good vocabulary development through the inclusion of context questions and answers; e.g. pages 51-53 – Que es una piragua? Sounds produced are capitalized for easy recognition; e.g. V, E.

The series' flexibility is attained through the administration of the Pre and Post Tests, as the teacher can readily determine those skills which have or have not been mastered. Thus, teachers working with small groups can work with individual problem areas; e.g. picture/word correspondence, identifying similarities or differences, combining sounds, etc.

Experienced and beginning students can easily follow the Teacher's Manual which includes lesson plans for each unit with corresponding objectives, teaching suggestions and resources.

A colorful and highly motivating illustrated program for young children.

RECOMMENDATION:
The series can be used as a basal or supplementary enrichment reading program in Spanish Language Arts.

erpentina/
edondel II

illana Publishers
Lexington Ave.
York, N.Y.
de: K
Pages
cher's Guide $24.75
kbooks $8.25
ers $38.50

RAL DESCRIPTION.
ound. The set consists of 9 Workbooks in-
ng numbers and handwriting techniques;
color posters; and a Teacher's Guide (Tec-
Educativa Pre-escolar 2) containing a de-
description of 4-5 year old children as well
ities, and a mathematics readiness section.
ntended for 5-6 years old children.

S:
at developing skills in:
elling; e.g. expressing what is observed
illustrations
fying numbers
discrimination
es, colors
ulary development
g
ng of words

UATION:
primarily at concept development; e.g.
work, night, seasons, moon, numbers.
provides a smooth transition to the Saeta reading series.

RECOMMENDATION:
Recommended for kindergarten or first grade students in bilingual programs.

87

Girasol/ Redondel I

Santillana Publishers
575 Lexington Ave.
New York, N.Y.
Grade: K
Workbooks $11.85
Posters $38.50
Teacher's Guide $24.75

GENERAL DESCRIPTION:
Soft bound. The set consists of 15 Workbooks geared at providing conceptual development for kindergarten students; 30 full color posters (24 X 31 1/2") for concept building; and a Teacher's Guide (Tecnologia Educativa Pre-escolar I), which provides the teacher with a detailed description of students in the 4-5 years age level, as well as suggested activities.

SKILLS:
Aimed primarily at developing the following skills:
- psychomotor development
- visual discrimination - colors, figures
- interpretation of picture clues
- drawing inferences
- vocabulary development
- story telling

EVALUATION:
Excellent in providing for conceptual and social awareness development through colorful illustrations to which students can relate; e.g. amusement parks, farms, zoos, family gatherings, etc. Among the concepts developed are: work, entertainment, joy, family, friend.

RECOMMENDATION:
Recommended for kindergarten students in bilingual programs.

Middle
School

José
martí

Capellán a BORINQUEN
¡LOS AMERICAN Y SUS !

Imagen 7
Area de Lenguaje

Vicens Vives
Avenida de Sarria
Barcelona 17, Spain
Grade: 7
189 Pages

GENERAL DESCRIPTION:
Soft cover. Its poorly glued pages contributes to its poor durability. Includes pale illustrations of simple and unmotivating design. Area de Lenguaje has been designed as a basal reading program for seventh grade students in Spain.

It includes a Student's Text containing diverse reading selections concerning the different means of communication: e.g. television, radio, theater, prose; and a Student's Workbook with supplementary exercises to accompany the text's units.

SKILLS:
Area de Lenguaje can be effectively used for developing skills in:
- analyzing characters, feelings, moods
- identifying style and purpose of communication media
- vocabulary development
  - defining words within context of reading selections
  - acquiring relevant technical vocabulary e.g. magnetofon
- identifying main ideas
- answering context questions
- dramatizing or role playing selections
- infering consequences, conclusions, ideas of writers
- analyzing concepts; e.g. peace, world, international cooperation

EVALUATION:
Although this text has been designed for students in Spain, its unique and universal topic - means of communication - makes it highly relevant for all students. It emphasizes communication as a relevant and concrete realia (experiences) in a student's daily life. Such an emphasis makes language a realistic and enriching experience.

As the text is intended for students who are in continuous contact with the Spanish Language, it exposes vocabulary that is not of common parlance to mainland Spanish Americans; e.g. magnetofon, mimoformismos.

In addition, there are traces of racial biases - e.g. no Blacks appear in the illustrations - as well as of social stereotyping; e.g. page 47 presents a picture of a nuclear family (father, mother and children); but this situation might not be true to all inner city Spanish Americans (the father figure is usually absent).

However, its coverage of written expression, literature, vocabulary and language, makes it a highly comprehensive text to be considered for integration into a Spanish Language Arts programs.

Imagen 7 Area de Gramática

Vicens Vives
Avenida de Sarria
Barcelona 17, Spain
Grade: 7
175 Pages

GENERAL DESCRIPTION:
Soft cover. Its poorly glued pages contribute to the text's poor durability.

Imagen Gramática includes a Student's Text containing graphic presentation of patterns discussed (verb conjugation, sentence structure); and a Student's Workbook (Cuaderno) with exercises geared at reinforcing the studied patterns.

SKILLS:
Imagen Gramática can be effectively used in developing skills in:
- defining verb tenses
- changing verb tenses
- relating words to their phonetic symbols
- defining sentence components; e.g., nouns, adverbs, verbs, adjectives, etc.
- building sentences; e.g. by adding adjectives, adverbs

EVALUATION:
Although the identified skills are very well covered, the activities presented are far too advanced for Spanish American students participating in bilingual programs.

However, teachers can find this text and its accompanying workbook extremely useful as a resource in developing grammar exercises relevant to the needs of their students.

RECOMMENDATION:
Not to be used at intended grade level (7) with Spanish American students. Appropriate for 10-12 grade students.

Social Science Strand

Spanish Curricula
Development Center
1420 Washington Ave.
Miami Beach, Fla. 33139

Dissemination Center for
Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas
Grade: 1
1974

GENERAL DESCRIPTION:
Spiral bound. This is a comprehensive Social Science program which provides teachers with ample lesson plans, objectives, materials, student observation records, and skills to be developed.

The Teacher's Guide is accompanied by a supplement, which provides additional activities and a Ditto Packet.

SKILLS:
The learning experiences contained are used to develop the following skills:
relating to the community
sharing, cooperating with peers
projecting family roles
role playing
recognizing school members
identifying responsibilities

EVALUATION:
Though a comprehensive program, teachers will find that activities are designed within a traditional pattern. Thus, teachers become the primary center of activity.

However, inexperienced teachers will find the Student Observation Records and the skills list extremely valuable.

Teachers who wish to use this strand will find it more motivating if some of the strategies are modified.

RECOMMENDATION:
Recommended as a resource guide for first grade Social Science teachers.

Social Sciences Spanish

New Brunswick Bilingual Program
New Brunswick, New Jersey
Grade: K-6
Program Disseminated

GENERAL DESCRIPTION:
Non bound; some sections are stapled, others are held together by rubber bands; thus, its handling is too time consuming. This deficiency can also account for its poor durability, as pages are bound to be torn or lost.

Characterized by a loose organization, it provides no specific orientation to teachers. The objectives and their related skills and resources are charted for easier reference, but much of the resources are outlined on a separate section.

SKILLS:
Spanish
- Vocabulary development as it relates to classroom objects
- Sentence structures - commands
- Verb tenses
- Comparing and contrasting

Social Sciences
- Rights and Responsibilities
- Patriotism
- The Family and Home
- Different Cultures

EVALUATION:
This is basically a supplementary guide to accompany the Laidlaw and Santillana Reading Programs in Spanish, although it integrates Social Science concepts; e.g. the family, the community.

It provides the teacher with merely a guide to the topics covered in Laidlaw or Santillana Series and the skills which can be developed. Teaching suggestions as well as content information is left out.

RECOMMENDATION:
Not to be used without further development.

Conociendo a Borinquen

Plus Ultra Educational
Publishers, Inc.
137 West 14th Street
New York, N.Y. 10011
Grade: 4
164 Pages
1973
4th edition
$4.75

GENERAL DESCRIPTION:
Hard cover. This is a basal student text originally designed for fourth grade students in Puerto Rico.

The series includes a Teacher's Guide containing teaching approaches, activities, objectives and vocabulary to develop per unit; a Student Workbook containing additional activities to supplement the context questions in the text; and the Student's Text which provides the student with the historical information necessary to understand his role in contemporary Puerto Rico.

SKILLS:
Aimed primarily at developing skills in:
memorizing dates, events, names of heroes, etc.
interpreting
recalling
retelling
identifying events

EVALUATION:
Because this Social Studies program was developed for students in Puerto Rico, its vocabulary level is rather advanced for mainland Puerto Ricans who lack mastery of Spanish. In addition, it fails to provide mainland Puerto Ricans with learning experiences relevant to their immediate environment. Thus, the student is left within a vacuum where no relationship is established between experiences in Puerto Rico and the mainland.

Teachers using this text should also be advised that much emphasis is placed on the pre Columbian and Spanish government era, making it difficult to cover totally the material concerning contemporary Puerto Rican history.

RECOMMENDATION:
Recommended as a supplementary text, not as a basal.

Puerto Rican History: A Mini Documentary

Dissemination Center for
Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas
Grade: 5-12, Adult
97 Pages
1973
$2.00

GENERAL DESCRIPTION:
Soft cover, spiral bound. Published in English, it contains materials relevant to the historical development of Puerto Rico.

EVALUATION:
As a reference source, it provides the information necessary to understand Puerto Rican past and present development. However, it fails to achieve objectivity and thus the teacher (or student) must be prepared to identify the subtleness of its political bias. For example, the author undermines the potential for dissent and party politics when on page 51 he states that everybody celebrates Felisa Gautier and Muñoz Marin's birthdays. In addition, they fail to realize that these have not been proclaimed holidays.

Teachers and students using this source should consult a Puerto Rican History or Government text.

RECOMMENDATION:
To be used only as a reference source.

Yukiyú

Plus Ultra Educational
Publishers, Inc.
137 West 14th St.
New York, N.Y. 10011
Grade: 4-5
26 Pages
1973
$2.75

GENERAL DESCRIPTION:
Bilingual, illustrated pupil's booklet depicting the electoral process in Puerto Rico.

Appropriate for 4-5 grade students.

SKILLS:
Content can be effectively used for developing skills in summarizing (the commonwealth, pro statehood and pro independence positions), analyzing positions presented (identifying and assessing the significance and viability of each), criticizing effectiveness illustrations, impact of each party), debating (orally presenting structured thoughts on the rationales of the electoral process /impact of electoral campaigns). Students are also given the opportunity to conceptualize the electoral vote and develop awareness and understanding of political and social development in Puerto Rico.

EVALUATION:
Cartoonist's depiction of Puerto Rican political figures and processes must be handled with extreme care, if it is to be effective.

Caricature can be motivating to some students but it can also create very negative attitudes in others. The fact that political figures are brought down to the level of animals with difficulty to express solid arguments can lead students to reject participating in the electoral process. It could also, of course, motivate them into adopting a more responsible attitude. However, the major fault of the book seems to be that it does not - implicitly or explicitly - provide an alternative to the three positions presented. Besides being realistic in terms of depicting what has been happening on the island, it fails to present the electoral process as a highly sophisticated phenomenon.

In addition, illustrations are very misleading. For example, p. 27 - the "coqui" giving a speech in the city of Mayaguez but the background firehouse is actually reminiscent of Ponce's firehouse; the last page presents the (supposedly) Puerto Rican flag but it has the colors of the Cuban flag (stripes are blue and white).

One must mention, however, that illustrations on pages 8 and 9 are very well done and could be used for students' infering foreign intervention on the island within an historical perspective.

RECOMMENDATION:
Not recommended to be used in the classroom without being revised.

El Mundo y Mi Isla

Plus Ultra Educational Publishers, Inc.
137 West 14th Street
New York, N.Y. 10011
Grade: 4
192 Pages
1974
4th edition
$4.75

GENERAL DESCRIPTION:
Hard cover. This is a basal Social Studies text originally designed for 4th grade students in Puerto Rico.

Includes materials relevant to Puerto Rico's socio-economic development; as well as of other countries such as Egypt, China, Alaska, Africa, etc.

The set includes a Teacher's Guide containing varied teaching suggestions, activities, and objectives per unit; a Student's Workbook with additional exercises to supplement the context questions in the text; and the Student's Text.

SKILLS:
The learning experiences included can be effectively used to develop the following skills:
- memorizing
- interpreting
- recalling
- retelling
- identifying events

EVALUATION:
Although a goal of the series is to provide students with an understanding of other cultures and different economic activities, it fails to include updated economic and political changes in countries such as China and Egypt. For example, the illustrations on pages 166 and 167 give the impression that these countries are not industrialized.

Designed as a traditional tool of instruction - general information for the student to read and simple exercises to assess student comprehension - the teacher must develop additional exercises geared at developing research and logical reasoning abilities. Thus, the student must be directed at independently acquiring and examining information to infer causes among similar or disimilar phenomena which he then can relate or apply to his immediate experiences.

RECOMMENDATION:
Not recommended as a basal program for mainland Puerto Ricans. Teachers using this text are advised to develop glossary lists, additional activities, and audio visual materials (charts, transparencies or filmstrips).

Rural Cuba

Wible Language Institute
24 South 8th Street
P.O. Box 870
Allentown, Pennsylvania 18105
Grade: 4-7

GENERAL DESCRIPTION:
Supplemental audio visual program, includes 16 slides, cassettes, narration and true or false/ multiple choice tests. Although grade level is not designated, the set can be used with grades 4-7.

SKILLS:
Presentation develops or reinforces abilities in summarizing, recounting and memorizing, as students are required to continuously recall what has been seen on slides.

EVALUATION:
Attention holding approach to multicultural exposition. The presentation, however, is limited to a mere description of crops, housing and activities in a Cuban rural community prior to Castro takeover. It fails to present data of historical significance. The student is left with little less than scenery descriptions and no actual setting in time. Teacher must be required to develop additional historical perspective. Only then can this set be used for developing awareness of socio-political change. For example, slide 15 presents poverty in Cuba but it fails to indicate the causes of poverty and if any measures have been taken by the present regime to improve the situation.

Although the comprehension tests are correlated with the narrative, they leave very little space for students to infer or think. It merely assesses the student's memory or attention span.

For more effective use, it could be broken down into smaller units and the slides can be utilized as an introductory tool to the study of the caribbean. Teachers could also relate areas described to similar ones in Puerto Rico.

RECOMMENDATION:
Bilingual and regular school programs should acquire the set for use in multicultural courses. Teachers must however, revise it and delete blurred images; e.g. slide 15. One must emphasize, also, that without restructuring and development of the narrative, it lacks socio-political significance.

The Old or Colonial Havana

Wible Language Institute
24 South Eight Street
Allentown, Pennsylvania 18105
Grade: 4-7

GENERAL DESCRIPTION:
Supplemental audio visual program to be used for introducing cultural information on Cuba prior to the Castro regime.

Set includes 10 slides, cassettes, written narrative and true or false/multiple choice comprehension tests.

SKILLS:
Due to its supplemental nature, skills in relating (e.g. — colonial architecture to Spanish government), debating (e.g. — discussions on importance of environment on social revolution), and memorizing (e.g. — structures, names, events) can be developed.

EVALUATION:
Although very limited in content, the presentation of slides and recordings becomes a motivational tool. Narrated information is sequenced to slides presentation, but both lack in depth content. The Cuban political and social dilemma remains undiscussed throughout.

Designed primarily for group instruction, can effectively be used for individualized instruction with children who have auditory problems (should rely on written narrative and slides); as well as for allowing creative expressions: children can write their own narratives for the slides. Another suggestion would be to have children record their impressions of the slides and have the whole class discuss them.

If further improved through teacher-student involvement, the program could be of educational value.

RECOMMENDATION:
Set could be acquired for multicultural purposes, but not as a comprehensive program.

La Edad de Oro

Editorial Nueva Senda
Buenos Aires, Argentina
Grade: 5-9
143 Pages
1972
$6.75

GENERAL DESCRIPTION:
This Spanish, supplementary reader represents a collection of articles written by Jose Marti as a guide for children. The articles, originally published in a student's journal, reflect concern towards different aspects of life which should be introduced at an early age to secure a healthy and responsible life. Its accompanying full color illustrations beautifully depict the content.

SKILLS:
The stories contained can be effectively used in developing the following skills:

- Language Arts
  - reading comprehension
  - analyzing characters
  - identifying the stories' intent
  - organizing ideas, events
  - contrasting depicted situations with real life.
- Affective domain
  - appreciating and understanding values of preceding societies
  - understanding social changes; e.g. role of women
  - contrasting cultural values

EVALUATION:
Although an excellent collection, the vocabulary level can be difficult for Spanish-speaking students in the mainland. However, the natural, easy flow of ideas makes concepts easier to understand; liberty, electricity, motherhood, friendship. Its "integrated approach" (introduces concepts from diverse aspects: liberty, electricity) provides the student with a most comprehensive perspective of life.

However, teachers must handle the contained material with extreme care and emphasize that it reflects the cultural values of a preceding generation; e.g. page 6 – "boys are born to be gentlemen and girls to be mothers."

RECOMMENDATION:
Recommended as a supplementary reader for fifth to ninth grade students in Spanish Language Arts program.

Consultor 6°

Santillana Publishing Co.
575 Lexington Ave.
New York, N.Y.
Grade: 6
354 Pages
1972

Teacher's Guide	$3.95
Pupils Text	$9.75
Workbooks	$3.50

GENERAL DESCRIPTION:
Sets for levels 6, 7 and 8 include a Student's Text containing reading selections; a Student's Workbook containing supplementary exercises and activities; a Teacher's Workbook with the correct answers to the students' exercises; and a Teacher's Guide containing a specific rationale and lesson plans with varied suggested activities and approaches.

SKILLS:
The contained learning experiences are geared primarily to develop, among others, the following skills:

- sequentially organizing events
- relating man's accomplishments to his environment
- solving hypothetical social problems
- deductive thinking
- charting, graphing
- researching

EVALUATION:
This is an extremely well structured series which provides the student with the diverse Social Science's aspects necessary to develop a comprehensive perspective of the world around him. The book, Consultor 6, however, emphasizes the relation between man and his socio-political environment specifically Spain. Thus, the experiences presented are non-relevant to Spanish-speaking Americans. This, coupled with its high level vocabulary, makes the series of little value to the United States' bilingual settings.

RECOMMENDATION:
Recommended as a reference source for Social Studies teachers interested in restructuring their programs.

Puerto Rico: Geography, History and Culture

Newark Board of Education
2 Cedar Street
Newark, New Jersey
89 Pages
Program Disseminated

GENERAL DESCRIPTION:
Soft cover, spiral bound. This booklet was prepared by the Board of Education as a reference source to be used by teachers working with Puerto Rican students.

Published in English, it provides general information concerning the socio-political development of Puerto Rico, its geographical components, commonly known cultural traits, and recipes of some common dishes.

EVALUATION:
As a reference source, it provides no in-depth information concerning the socio-political development. It merely highlights some aspects of development.

However, it does not provide the teacher with suggestions for integration of the contents into the regular school program; although it lists activities for student-teacher involvement.

A Spanish translation should be developed for benefit of Spanish-speaking teachers who are not Puerto Ricans.

RECOMMENDATION:
To be used only as a reference source by teachers or aides.

Multi Read II

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Grade: Secondary Remedial
or ESL (6-9)
Kit
$123.80

GENERAL DESCRIPTION:
This kit contains: a Teacher's Guide which provides a full program description and specific directions for its implementation; 12 Power Builders or story cards; 12 Key Cards providing the correct answers to the exercises; and a Student Record Book which allows students to chart their performance at each level.

Also included are 2 posters, 10 Rate Builders, and 1 packet of colored pencils.

SKILLS:
This kit is extremely useful in developing the following skills:
- decoding
- using correctly the verb forms
- dividing syllables
- identifying and using correctly prepositions, contractions
- forming compound words
- recognizing capital letters
- capitalizing
- classifying nouns, pronouns
- doubling final consonants

EVALUATION:
Multi Read II is basically an individualized program which provides students with a varied and integrated approach to English reading. The diversity of readings on history, social studies, science, etc. corresponds to the social maturity level of 6th - 9th grade students.

Although it includes readings of multicultural content; e.g. American Indians, Eskimos -- no mention is made of Spanish Americans.

Of value to Spanish-speaking students who must develop basic reading skills -- although the content should be expanded to reflect elements of the Hispanic culture.

RECOMMENDATION:
Strongly recommended for secondary school students in remedial or English as a Second Language programs.

Distar Language III

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Grade: 3-4
Kit
$76.34

GENERAL DESCRIPTION:
The kit contains: a Teacher's Guide; a presentation booklet including 160 daily lesson plans; workbooks; teacher's editions of the workbooks; a student text; and an answer key for the text.

This is a highly structured language kit which focuses on the analysis of written and oral sentences.

All the daily lesson plans provide for: 15 minutes of teacher presentation; a 30 minute period of independent activities for students to practice skills; and a 15 minute period for evaluation of skills.

SKILLS:
This Kit can be effectively used to develop, among others, the following skills:
- capitalizing
- punctuating
- identifying subject and predicate
- classifying sentences
- contrasting; e.g. sizes
- recognizing verb tenses
- recognizing analogies
- defining; e.g. rake, snake
- contracting; e.g. is not - isn't
- identifying verbs

EVALUATION:
Although Distar III is a highly structured and proven language program, teachers must be aware of the costs involved in implementing the whole program (Distar I, II, III). In addition, the program requires that teachers and teachers' aides participate in training sessions to fully understand and implement the techniques.

A factor which might adversely affect students' participation in the program is the continuous repetition of patterns; e.g. similar exercises throughout the workbooks, as they might not be appropriate for all interest levels.

RECOMMENDATION:
Strongly recommended for English as a Second Language students.

Map and Globe Skills

Science Research Associates
(SRA) 259 East Erie Street
Chicago, Illinois
Grade: 4-8
1964
Teacher's Handbook - 40 Pages
Pupil's Booklet - 63 Pages
Kit: $125.00
Specimen Set: $6.75

GENERAL DESCRIPTION

Kit contains: Skills Cards (exercises for application of concepts and skills), Pupil's Booklet (introductory materials and activity projects for each unit; glossary of introduced terms is included), Teacher's Handbook, Key Cards, Student Progress Charts, and Activity Cards.

Supplemental Social Studies program for grades 4–8; concerned primarily with developing skills essential to the effective use of maps and globes.

Features:

- Introduction to Map Reading
- Reading Street and Highway Maps
- Reading Globes and Projections
- Reading Different Maps
- Interpreting Maps

Specimen Set contains: Pupil's Book, Teacher's Handbook, Key Card, Study Card, Skill Card

SKILLS:

Geared at developing student's ability to comprehend information on maps; e.g., child should be able to perceive a country's borders to relate data on maps; e.g., understanding of symbols should allow students to identify mountains, oceans, etc. on any map, and to enable the student to draw conclusions from given data; e.g. infer that agriculture will not be an important industry in a mountainous area. In addition, specific skills development is aimed at providing the student with skills in measuring distances, identifying locations and directions, comparing map projections, tracing routes, reading and interpreting legends, recognizing the major characteristics of physical features shown on a map, etc.

EVALUATION:

Excellent sequencing of skills. Teacher's Handbook states program goals and lists specific skills to be developed by unit. Each skill is accompanied by suggested activities, thus providing quite a flexible learning experience. Although introductory units are developed for group instruction, students are allowed to progress at own rate through the use of Activity Cards. Overall, the Teacher's Handbook could be used independently as a base for developing curricula.

Although Pupil's Booklet is not too appealing - paper is of inferior quality and no color illustrations are included, it does provide for excellent conceptual development. For example, p. 26 - sphere - material is very clear in identifying and relating a sphere to round objects familiar to the child, e.g. ball, earth, thus facilitating the mental transition from sphere to globe.

This kit is definitely not intended for any particular ethnic group but for all students in need of practical skills.

RECOMMENDATION:

Because there is no Spanish version, the Kit should not be used in bilingual programs in which the students have no mastery of English. However, because of its structure and simplicity, language should be no barrier for more advanced students. Interested schools could also acquire a Kit, and with proper publisher's authorization translate some of the material into Spanish.

A Spanish edition should definitely be published.

Newslab

Science Research Associate:
259 East Erie Street
Chicago, Illinois 60611
Grade: 4-6
1972
Teacher's Manual - 10 Pages
Pupil's Booklet - 64 Pages
Kit $52.50
Specimen Set $6.75

GENERAL DESCRIPTION:
Boxed kit contains: 200 Activity Cards containing activities geared at developing skills and attitudes (e.g. Local News, Card 35 - develops skills such as: identifying social problems (pollution), analyzing the problem, outlining the data, locating polluted areas) as well as student creativity through the use of expressive media; e.g. - making posters reminding people to fight pollution; 40 Student Record Folders, 40 Student Evaluation Forms, 2 Map Spirit Masters, 1 Teacher's Manual and 1 Newsguide (Student Booklet) containing activities designed to acquaint students with sections common to most newspapers.

A supplementary, integrated program for grades 4—6 intended to use the newspaper as a learning vehicle.

The program offers concrete experiences that teach children to read the newspaper and critically analyze what has been read.

SKILLS:
The program is primarily geared at developing skills in reading, study skills and self expression, although the integration of Social Sciences and Mathematics allows for reinforcement of skills in those respective areas.

- Reading
  - * vocabulary development; e.g., page 20 - Local News - Student Booklet - matching words with definitions; page 27 - identifying and cataloguing words according to a sport
- Comprehension
  - * finding the main idea
  - * noting details; e.g., Page 30 - Student Booklet contrasting details as the length of the athlete's arms and legs for sketching purposes.
  - * recognizing sequence; e.g. listing services in order of appearance (p. 31).
  - * predicting outcomes
  - * drawing conclusions
  - * making judgments
- Study Skills
  - * outlining the data contained in an article
  - * summarizing significant information
  - * skimming
- Self Expression
  - * creative and practical writing - e.g., stories, paragraphs, diaries
  - * graphing; e.g. Student Booklet, page 6 - classifying items in a newspaper by order of importance

EVALUATION:
Although the Teacher's Manual does not provide a totally comprehensive orientation concerning the diversified alternatives to the program's implementation within the regular school programs nor detailed teaching suggestions, it does provide an excellent skills chart keyed to corresponding pages of the activities involved. Briefly, it provides teachers with a general description of the program and its goals. However, the Student's Booklet provides diversified activities corresponding to the target skills.

An excellent, dynamic approach in the development of social awareness channeled through the communication media.

RECOMMENDATION:
To be used primarily in an English Language Arts program.

Organizing and Reporting Skills Review Set

Science Research Associates
259 Erie Street
Chicago, Illinois 60611
Grade: 4-6 1962
Teacher's Handbook - 47 Pages
Pupil's Booklet - 63 Pages
Kit $125.75
Specimen Set $8.75

GENERAL DESCRIPTION:
Boxed kit contains: 759 Skill Cards which provide exercises required to develop skills proficiency; 110 Study Cards which introduce informative material required to work on Skill Cards; 591 Key Cards which contain the correct answers to the exercises on the Skill Cards; 1 Teacher's Handbook, and 1 Pupil's Booklet.

It is primarily a supplementary program to be used in individualized instruction in grades 4-6. The program is aimed at developing effective communication skills through report writing.

SKILLS:
The program emphasizes growth in organizational and reporting skills through the following skills:
- identifying the parts of a report, determining their function and organizing them.
- detecting information not related to the topic.
- organizing information in paragraphs and reports
- detecting and avoiding repetitious language and ideas
- locating and taking notes on assigned topics
- outlining main and subordinate ideas

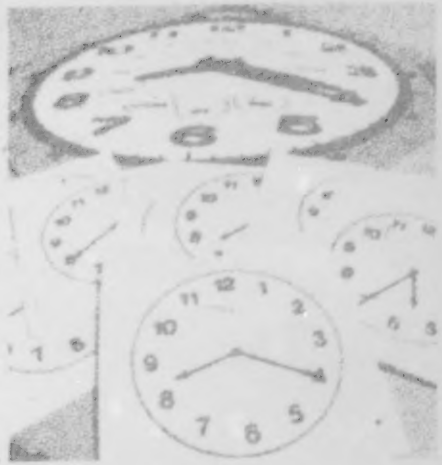
EVALUATION:
The materials provided for teachers and students are characterized by a very clear and specific style. The Teacher's Manual provides a comprehensive exposure to the program's goals, skills to be developed and teaching suggestions. Similarly, the Pupil's Booklet provides the student with simple, specific, easy to follow instructions. An extremely flexible system, it includes materials coded not only by color but also by difficulty in reading level; e.g. AR - average reading, ER - easy reading, and DR - difficult reading - although it does not provide any assessment instrument to determine the reading level.

RECOMMENDATION:
Strongly recommended for integration in the regular school program.

Excellent potential for translation into Spanish. Bilingual programs should seriously consider acquiring the kit and translating and/or adapting it with the publisher's due authorization.

uchariIla

DIAG



EL MUNDO
LA
AMERICA

Graph and Picture Study Skills

Science Research Associates
259 Erie St.
Chicago, Illinois 60611
Grade: 4-6
1961
Kit $125.00
Specimen Set: $6.75

GENERAL DESCRIPTION:
Boxed kit contains: 759 Skill Cards providing practice exercises to develop proficiency in target skills; 45 Study Cards providing students with the basic concepts to be mastered throughout the Kit; 442 Key Cards that give the correct answers to the exercises on the skill cards; 1 Pupil's Booklet containing introductory materials, a progress chart and activity projects to be undertaken after completion of all levels of the skills cards; and 1 Teacher's Handbook containing a detailed description of the program, the skills to be developed per unit, teaching suggestions, vocabulary to be introduced and activities.

Supplementary Social Studies program aimed at teaching students to read the visual aids in books, newspapers, etc. Its color coded cards allow for easy handling and proper identification of intended levels e.g. Level I — Red, Level Ii — Blue, Level III — Orange, and Level IV — Green.

SKILLS:
Aimed primarily at developing visual perception through the following skills:

- identifying types of visual form; e.g. newspapers, magazines, graphs, tables
- associating titles or subtitles to content
- comprehending the organization of the visual form; e.g. scales, symbols
- locating specific information or details
- comparing data and details
- evaluating data with the purpose of making logical inferences, conclusions and generalizations
- interpreting the effects of techniques used; e.g., caricature, satire

EVALUATION:
Excellent and highly motivating program allows students to creatively transfer the mastered skills to the outside world. All creative expressions are channelled through the activity projects provided in the Pupil's Booklet. For example, page 18, Activity Project Number 9 - the student is required to apply what he has learned to a graph representation of a current event or personal experience.

Due to its flexibility - it is intended to be used with different progress rates - it can be used as a remedial program for students at 7 - 9 grade who have not mastered the basic skills. Its flexibility also permits for various alternatives to program integration: as an independent program of skill development, as supplementary material in the Social Studies program, or as an integral part of other subject matter; e.g. the section dealing with graphs can be used in the regular mathematics program.

RECOMMENDATION:
To be used primarily as a supplementary program for individualized instruction at grades 4—6, or according to need at upper grade levels.

Peabody Language Kit Level 3

American Guidance Services
Publishers Bldg.
Circle Pines, Minnesota 55014
Age level - 7 1/2 - 9 years
Kit

GENERAL DESCRIPTION:
Level 3 contains: a Teacher's Manual which includes 180 daily lessons, general information and a list of materials to be utilized; 214 stimulus cards, used to build vocabulary and stimulate associative thinking; two puppets; 560 plastic chips to be used to teach colors, sequencing, motor skills; a set of four records; a set of "Story Making Pictures" to stimulate continuity in story telling; and a set of 12 "I Wonder" cards to stimulate imagination.

This kit is aimed primarily at: third grade children from economically deprived areas; second grade children who are intellectually average or above; and the educable mentally retarded.

SKILLS:
This kit can be effectively used to develop, among others, the following skills:
- classifying; e.g. family members
- recalling
- establishing relationships; e.g. railroad-tracks, travel
- building sentences
- associating picture/words
- building vocabulary
- describing
- rhyming; e.g. final sounds
- role playing
- telling stories

EVALUATION:
Although an excellent, proven language development kit, teachers are advised to use their creativity and modify the lesson plans according to their students' needs. This should definitely be a priority for teachers who are working with students for whom English is a second language. Adapting the picture sets or suggested activities to the students' cultural background should be relatively easy to accomplish.

RECOMMENDATION:
Strongly recommended for ESL elementary programs.

Project Act

Passaic Board of Education
220 Passaic Street
Passaic, New Jersey
Grade: 3-6
105 Pages
Program Disseminated

GENERAL DESCRIPTION:
Project Act (Aid to the Classroom Teacher) is an English as a Second Language Kit which provides teachers with supplementary activities aimed at developing language skills (reading, writing) in students of limited English speaking ability. The activities can be effectively used with students in grades 1-6.

Intended to be used as reinforcing activities, the kit can be used when the student is unable to complete or participate in regular classroom activities; e.g. Science, Social Studies.

The kit contains a list of useful expressions in Spanish and English, suggested buddy or group activities, and individualized, teacher-made dittos to be used jointly with a pictionary and a Spanish-English dictionary.

Teachers might find its loose leaf pages a problem and an asset; as pages can be easily torn out as well as removed for distribution among several students.

SKILLS:
Learning activities contained can be used in the development of the following skills:
- recognizing words
- identifying word sequence A B C
- arranging words in alphabetical order
- locating states on a map
- word/picture association
- identifying commands
- telling time
- matching opposite words
- defining words through the dictionary and pictionary
- recognizing cardinal numbers

EVALUATION:
The kit, although it represents a good effort in providing reinforcing activities, requires an extensive revision to correct grammatical errors; e.g. absence of accents. In addition, instructions are given in English and Spanish; which can be confusing to the child. However, students with mastery of Spanish will be able to easily follow the instructions in Spanish.

Otherwise, its integrative approach allows students to master basic concepts in Science and Social Studies; e.g. page 62 — working with the United States' map and the states, page identifying seasons of the year.

RECOMMENDATION:
As teachers can easily adapt this kit to student needs, it is recommended as a supplementary alternative.

Rock'n Roll

Melton Publishing Co.
111 Leslie Ave.
Dallas, Texas 75207
Grade: K-3
Kit
$490.00

GENERAL DESCRIPTION:
The kit contains toys, records, flashcards, picture charts, word trays and the corresponding teacher's guides; as well as The First Week, a resource manual with suggestions for the first week's routine.

The 200 lesson plans included are well structured with specific suggestions for the attainment of behavioral objectives.

SKILLS:
The Rock'n Roll kit can be used to develop, among others, the following skills:
- psychomotor dexterity
  - through the manipulation of objects
- picture/word association
- word/sound identification
- combining sounds or words
- establishing relationships; e.g. truck, road, tire.

EVALUATION:
This is a relevant basic ESL program which provides students with excellent realia to be used in the concrete manipulation of objects.

As an interdisciplinary program, it provides for good conceptual development; especially through a science section that allows students to "become involved" through experiments.

Teachers should be aware that, although the kit is an excellent tool which provides for basic experiences in language development, it remains an expensive kit.

Otherwise, the Roll kit offers a minimum of flexibility to adjust to the different learning modes found in a classroom.

Because it is aimed primarily at teaching decoding for its own sake, not as a key to reading for pleasure or comprehension, a broader approach to language development is suggested. Teachers using the Roll kit might be interested in including other materials emphasizing language patterns, oral language expression, sequencing, and syntax exercises based on contrastive analysis of English and Spanish, e.g. mixed sentences to be arranged in correct order.

RECOMMENDATION:
Expensive, but should be looked into!

RISE: Releasing Ideas for Self Expression

lton Publisher
1 Leslie Ave.
llas, Texas 75207
ade: K-3
75 37 Pages Price $490.00
ludes Teacher's Guide
Rock'n Roll Kit

ERAL DESCRIPTION:
des ten RISE charts in Spanish and ten in sh; which are essentially the same although do not follow the exact word order to pre- word to word translation.
o included is a brief but extremely valuable er's guide which provides a detailed de- ion of the program's goals, sample lesson and strategies.

LS:
RISE program can be used to develop, g others, the following skills:
omotor
awing, cutting, coloring
itive
nceptualization: e.g. concept of "family"
egorizing
eling; e.g. different types of families imals, plants, etc.)
tive
periencing freedom to discuss and share periences
ntifying feelings, emotions

EVALUATION:
Designed to increase the child's verbal skills in his native and second languages, it is aimed primarily at Mexican Americans. This is observable mainly through its regional vocabulary; e.g. gis (chalk) tiza, chango (monkey) mono. Teachers using these charts with Spanish-speakers in North east U.S. are recommended to develop a supplementary glossary to include more relevant vocabulary.

A relevant and flexible program, but definitely not to be used without previously consulting the teacher's guide.

RECOMMENDATION:
Recommended to be used in elementary grades with or without the Rock'n Roll Kit.

La Música del Sol

CANBBE/DCBBE
6504 Tracor Lane
Austin, Texas 78721
Grade: PrK-2
8 Pages

GENERAL DESCRIPTION:
La Música del Sol is a brief but colorful play illustrating the Mexican Indians' explanation of the origin of music.

SKILLS:
This play can be used to develop, among others, the following skills:
- developing pride in and understanding of the child's (Mexican Americans) cultural heritage.
- developing awareness of the role music plays in our lives.
- role playing
- contrasting feelings, emotions, characters
- identifying ideas
- imitating

EVALUATION:
La Música del Sol is an excellent means of involving parents, students and faculty in the task of providing experiences which will allow students to develop pride in their culture.

This play, published in English and Spanish, can serve as a model for the development of other ethnic art manifestations.

Interesting, humoristic, colorful and dynamic!

RECOMMENDATION:
Strongly recommended for Arts programs aimed at PreK-2nd grade students.

Calendario Azteca

Hayward Public Schools District
Hayward, California
Grade: 3-6
50 Pages

GENERAL DESCRIPTION:
Stapled bound. Date of publication and page numbers are not indicated. A supplementary Fine Arts course unit which could be used with 3-6 graders.

Intended for Mexican American students in Hayward Bilingual Program, the booklet provides a series of activities geared at developing cultural awareness and creativity.

The booklet includes illustrations – e.g., the Aztec Calendar, God's Eye – and step by step instructions on how to do the activities.

SKILLS:
The activities included are aimed at developing skills in:
Psychomotor Coordination, which is attained through:
- drawing
- tracing
- cut outs
- painting
- In addition, the cultural perspective in which the activities are presented is geared at developing awareness of and pride and understanding in the Mexican culture.

EVALUATION:
Although this course unit represents a good effort in providing students with essential aspects of the Mexican culture, it requires further planning from the teacher – both in terms of content and structure. In order to achieve effectiveness, objectives, skills and diversity of activities must be designed. In addition, students will grasp the significance of the activities involved if research is done concerning the underlying content. Answers to questions such as: why are these activities important? what do they mean in our culture? what significance do they have in our contemporary society?, will have to be furnished by the teacher.

It could be an excellent tool in developing student creativity, but it relies on the tracing technique; e.g., tracing was required to make the "Pyramid of the Sun." Students should be taught to make things from scratch.
However, the approach of presenting culture through Arts should be very motivating to students.

RECOMMENDATION:
This course unit can be effectively integrated into a Fine Arts or Social Science course if: (1) it is properly bound, (2) a large and clear printing is done, (3) illustrations included are bigger and clearer – e.g. God's Eye, and (4) further content is included; e.g. importance of the Aztec calendar, etc.

The material can also be adapted to other ethnic groups for multicultural purposes.

Spanish Curriculum Development Center Fine Arts Strands

Dissemination Center for
Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas 78721
Grade: 1
136 Pages
Teacher's Guide 1974
Complete curriculum
Unit I - $85.15

GENERAL DESCRIPTION
This Unit I of the Fine Arts Strands for grade 1 represents the Northeast Edition, revised in accordance with feedback submitted by educators working mainly with Puerto Rican students.

The Strand is primarily geared at providing the student with activities developing his artistic and musical experiences. All activities are based on the core Social Science themes: concerning the child and his needs and the resources available to him in the classroom.

SKILLS:
The activities are geared at developing the following skills:
- identifying sounds
- singing songs
- associating the melody with the text description
- coordinating body movement to rhythms and speeds
- manipulating with finger paint and clays
- reciting in choral form
- identifying musical selections
- reciting
- communicating emotions
- constructing; e.g. musical instruments
- identifying and mixing colors
- contrasting noises and sounds

EVALUATION:
Although activities are varied and correlated to specific skills, teachers not specialized in Music or Art might find it difficult to prepare some of the materials; e.g. instructions for constructing musical instruments should be more specific.

The Strand definitely requires teachers to prepare additional art activities geared at the target culture; although most of the contained songs are very popular to the Puerto Rican child.

Its unappealing, non-motivating style could be further improved.

RECOMMENDATION:
Recommended as a reference source for Fine Arts teachers.

Canciones de Ayer y Hoy

Albuquerque Public
Schools District
Albuquerque, New Mexico
Grade: Elementary

GENERAL DESCRIPTION:
Mimeographed, stapled bound. Supplementary enrichment activity, designed to be used primarily with Mexican American students participating in the Albuquerque Bilingual Program.

The booklet contains a collection of Latin American songs for elementary school students.

Does not include illustrations or music to accompany the songs.

SKILLS:
As a mere collection of songs, it does not indicate the skills to be developed.

EVALUATION:
Although this collection of songs might provide for interest in the Fine Arts, specifically Music, it does not provide the student with the experiences necessary to relate or understand his culture through music.

It is primarily a teacher's source book, but it does not provide objectives, or teaching suggestions which might make it of benefit to the students. The decisions concerning the "how to" of developing student creativity is left entirely to the teacher.

RECOMMENDATION:
Recommended only as a teacher's reference source. If the teacher is interested in integrating this booklet into a Social Science or Fine Arts curriculum, she must develop accompanying activities.

Biceps Science Enrichment Activities

Biceps Bilingual Program
Santa Clara, California
Grade: 4-6
Program Disseminated

GENERAL DESCRIPTION:
Neither bound, nor numbered card set of supplementary Science enrichment activities. Although the intended grade level is not indicated, the activities are appropriate for 4-6th graders.

SKILLS:
The activities are primarily aimed at developing skills in:
- psychomotor development and hand eye co-
- ordination
- measuring
- observing physical phenomena
- experimenting
- gathering data

EVALUATION:
As supplementary activities for students, they provide no specific orientation for the student or teacher. In lieu of no specific objectives, it is difficult to determine whether the teacher is to integrate the activities into the regular school program or whether she/he will use them as an individualized instruction tool with those students who have not mastered previously taught skills.

In addition, the vocabulary is very technical and geared primarily to the Mexican American child; e.g. "cazuela," "rondana," and "embrazadura" (denoting technical words for screws, etc.).

RECOMMENDATION:
Not recommended unless thoroughly revised and reorganized.

Soy un Niño

Santillana Publishers
575 Lexington Ave.
New York, N.Y.
Grade: 2
32 Pages
1974
$4.95

GENERAL DESCRIPTION:
Hard bound. Intended for second graders. Pupil's story book geared at developing awareness of self. The illustrated story covers the feelings of rejection felt by an overweight boy and how the friendship of a very tall and slender girl brings him happiness and feeling of belonging.

SKILLS:
If properly handled, the story can be used:
- contrasting feelings and moods; e.g. expressions of happiness, loneliness, fear.
- recognizing and clarifying affective needs; e.g. being accepted by peers
- contrasting personal differences; tall/short, fat/slender, happy/sad
- identifying main ideas
- identifying purpose of style and illustrations; e.g. what is the purpose of including an illustration of the pond surrounded by trees and including a duck?

EVALUATION:
Overall, it represents a good effort in providing young children with natural and simple illustrated explanations of human growth, but a clear and smooth transition from illustration to concept is not attained. For example, the illustration on page 2 gives the impression that the flower made the woman pregnant. On page 15 the butterfly is called an animal. In addition, the content presented is insufficient; e.g. the illustration presents a cell, implicitly indicating the primary unit of life; but are second graders prepared to understand life in terms of a physiological unit?

The content does, however, allow for discussion and interpretation of values important in the child's development; e.g. accepting peers as equals despite physical differences; as well as concepts such as friendship, rejection, happiness.

RECOMMENDATION:
Not recommended for second graders. Advanced third graders can benefit from this book if:
- a glossary is included;
- context questions are specifically designed;
- less fuzzy and unclear illustrations are redesigned; and
- conceptual development is integrated with science; e.g. birth, cell.

Ciencias 6º

Plus Ultra Educational Publishers, Inc.
137 W. 14th Street
New York, N.Y. 10011
Cultural Centroamerican
Grade: 6
311 Pages
$7.25

GENERAL DESCRIPTION:
Soft cover. Good, large printing. It constitutes a basal text for the sixth grade Science program in Spanish.

Topics covered include:
- Earth's Atmosphere
- Atmosphere and the Weather
- Life
- Physical Matter & Energy
- Water
- Life in Outerspace

Includes content related illustrations in color and black and white.

SKILLS:
The learning experiences (activities) provides for development of the following skills:
- answering context questions
- vocabulary development
  - *acquiring technical vocabulary
  - *defining vocabulary introduced
- observing phenomena
- infering causes; e.g. what makes salt dissolve?
- experimenting
- constructing model structures; e.g. atom, molecules structure for water
- identifying reactions, natural phenomena
- recognizing substances
- expressing molecular structures and equations
- measuring

EVALUATION:
Highly motivating Science text. It provides student with follow-through material of previously taught concepts; thus facilitating his understanding of new concepts; e.g. first unit emphasizes concepts such as atmosphere and climate; which have been previously discussed in the fifth grade Science text. It also provides for sequence of topics; which makes it easier for the student when relating natural phenomena. For example: after thoroughly discussing the earth's atmosphere and its phenomena, the concept of life is introduced as a logical outgrowth of conceptualizing the earth's atmosphere as the only optimum medium where life - as we know it - can take place.

In addition, the child is able to grasp full meaning of concepts through colorful and attractive illustrations.

The exercises provided allow students to apply concepts learned to their immediate environment and needs; e.g. atmospheric phenomena (snow, rain) to agricultural needs; survival to health.

Excellent in providing students with a practical scientific approach to life.

Consultor Ciencias Naturales

antillana Publishers
75 Lexington Ave.
ew York, New York
rade: 1-6
02 Pages
5.75

NERAL DESCRIPTION:
rd bound. This fourth grade basal Science text
art of the Santillana Science Series covering
des 1-6. Although the series was developed
Mexican students, the vocabulary is simple
the words are common to Spanish Amer-
ns (Mexican Americans, Cubans, Puerto
ans) - with exception of the word jitomate
xican word for tomato) used on pages 52-53
specific mention of Mexico on page 53.
ncludes an illustrated dictionary of Science
ds used throughout.
he material features:
emistry and Physics, pp. 8-62
rth Sciences, pp. 63-80
ology, pp. 81-102.

LLS:
learning experiences contained can be effec-
y used in developing the following skills:
perimenting
asoning
ntifying reactions
serving
- gathering data

EVALUATION:
Extremely well structured student's text, the style is simple, uncomplicated. The learning experiences are easy for students to follow; e.g. observing natural phenomena, mixing water and salt, etc. It provides for the reinforcement of concepts introduced through the illustrated dictionary, which can also be used for vocabulary development.

The series, however, could be further improved with the development of audio visual materials; e.g., charts of plants and processes (photosynthesis), slides of microscope observations, and filmstrips of experiments with seeds.

RECOMMENDATION:
Strongly recommended for adoption by bilingual programs; provided the teacher develops additional audio visual materials.

Science Math Strand

Spanish Curricula
Development Center
Miami, Florida
Grade: K-2

GENERAL DESCRIPTION:
Spiral bound, of easy handling for teachers. The printing, however, is too small and the pages appear overcrowded.

Intended for K-2 grades Spanish Americans participating in bilingual programs.

The set contains a Teacher's Guide containing a very specific orientation, objectives, lesson plans, suggested approaches and activities, and performance records; a Supplement containing additional activities and teaching suggestions and Ditto Packet of ditto masters for students distribution.

SKILLS:
- identifying primary colors
- identifying sets
- grouping, classifying, and labeling
- differentiating between segments and curves
- adding and subtracting
- ordinal numbers
- measurements

EVALUATION:
As a guide it provides the teacher with suggestions, but the student is left very little to discover. The teacher remains the center of the program.

RECOMMENDATION:
Good as a teacher's guide, but those teachers using this Strand should provide for more student involvement; e.g. more experiments, awareness lessons through direct contact with nature.

Science Biology

Calexico Intercultural
Bilingual Program
P.O. Box 792
Calexico, California 92231
2 Pages
Program Disseminated

GENERAL DESCRIPTION:
It provides no rationale, objectives, activities or teaching suggestions for teachers to follow.

It is merely an outline of the topics which should be covered.

EVALUATION:
This "guide" only provides very sketchy information to teachers concerning what to teach (topics). The teacher is left entirely to her abilities and resources to develop the appropriate learning experiences and content.

RECOMMENDATION:
As a Science/Biology guide it requires extensive development.

Serie Ciencias Naturales Milliken

Milliken Publishers
St. Louis, Missouri
Grade: 7-12
Set of 10 books

GENERAL DESCRIPTION:
Semi-hard cover. Originally published in English, this Spanish translation has been prepared for students in 7-12th grade participating in bilingual programs. Although the printing is very small (which might be a difficulty for students with eye problems), the vocabulary is appropriate for intended grade level.

The series consists of ten books containing content information (e.g. what are insects, their characteristics, etc.), guide questions related to content, suggested reference sources, suggested activities, exercises and transparencies for each theme.

The series features:
- El Sistema Solar, 12 pp.
- El Cuerpo Humano, 12 pp.
- Rocas y Minerales, 12 pp.
- Higiene y Enfermedades, 12 pp.
- El Espacio Exterior, 12 pp.
- Insectos, 12 pp.
- Anfibios y reptiles, 12 pp.
- Las Plantas, 12 pp.
- Higiene y Alimentacion, 12 pp.
- Aves, 12 pp.

SKILLS:
The series can be effectively used in developing skills such as:
- relating science concepts to immediate needs or to the environment; e.g. importance of good nutrition; good health measures for a community, etc.
- identifying; types of minerals, parts of the body, plant life cycles.
- classifying; e.g. plants according to leaf shape, minerals according to formation, etc.
- contrasting; e.g. shapes, colors, cycles, uses of plants, minerals, animals.

EVALUATION:
Excellent tool in providing for more specific topics not usually covered in a basal program, such as: nutrition, rocks, hygiene, etc. The content and learning experiences (activities) contained are adequate for individualized instruction; as students can work at their own pace and interest level with proper reinforcement from the varied activities and references suggested.

As a supplementary program, the content information is not comprehensive (does not extensively cover the theme), but it does allow students to ponder or inquire for further information; e.g. outer space topics.

RECOMMENDATION:
Recommended as a supplementary series for 7-12 grade students, or as a reference source for elementary school teachers.

Experimentos Científicos que Realmente Funcionan

Editorial Trillas
Mexico
Grade: 4-6
158 Pages
Inquire from publisher

GENERAL DESCRIPTION:
Semi-hard cover. Although the intended grade level is not indicated, the material contained is appropriate for 4-6th graders. Includes black and white illustrations of students working on science experiments.

The book contains descriptions of the experiments, the skills to be developed, and list of materials needed; as well as a section with questions concerning the outcomes or observable reactions of the experiments.

SKILLS:
The experiments included are aimed primarily at developing the following skills:

- identifying reactions, colors
- measuring without error; e.g. exact quantities of solutions
- infering the causes of a given reaction
- adequately using the scientific method: stating of a problem.

EVALUATION:
The book is excellent in providing students with the opportunity of "getting involved in science" by performing the experimental steps with little or no supervision from the teacher. Although the book was intended for Mexican American students, the vocabulary remains simple and should pose no problem to other Spanish-speaking ethnic groups.

Experiments presented are of extreme value for students, as they supply the necessary conceptual development for understanding the Why's and How's of the physical world; e.g. observing changes of states-colors, liquids to solids.

A simple, easy-to-follow, challenging book which will allow students to develop basic science skills.

RECOMMENDATION:
Recommended as a supplementary enrichment source to be used with Spanish dominant students in 4-6th grade.

Lista de Compras

Developmental Learning
Materials
7440 Natchez Ave.
Niles, Illinois 60648
Grade: 4-8
Game
$6.75

GENERAL DESCRIPTION:
For 1–2 players. This is a supplementary game including laminated cards with colorful illustrations of food items.

SKILLS:
Can be used effectively in the development of skills in Mathematics and Spanish Language Arts. Emphasizes:

- computational skills
  - students must mentally determine total prices through mathematical processes (adding, multiplying, subtracting)
- identifying value of money
  - student is given imitation paper money and coins
- associating word/picture correspondence
  - naming the products (vegetables, etc.) on cards
- developing Spanish vocabulary
  - students acquire the Spanish words used to designate given products

EVALUATION:
As a supplementary resource, this game allows students to role play daily market situations; thus making them aware of the importance of mathematical operations in their daily experiences.

The vocabulary used throughout, however, is too regional, e.g., papelote y cordel, natilla, crema chocolate, rompequijadas, chambelonas, cacahetes, caramelos. Teachers using this game with Spanish-speaking students other than Mexican Americans should develop a relevant glossary to facilitate vocabulary development.

Students and teachers can benefit from its flexible structure by adapting it to include more than two players if changed to competitive selling or by using the food items to develop a bingo game.

RECOMMENDATION:
Recommended as a supplementary resource for 4-8th grade mathematics courses.

Escalando los Números

Developmental Learning Materials
7440 Natchez Ave.
Niles, Ill. 60648
Grade: 4-6
1974
$18.00

GENERAL DESCRIPTION:
Boxed game containing 7 sets of 20 color coded and laminated cards. However, the file box is too small and apparently the lamination process has been poor because the cards curl up. The set also contains a Rationale Card, an Answer Key Sheet and Award Certificates. Each card contains 10 exercises which can be used for assessing mastery of skills.

As a supplementary enrichment activity, the set provides students with varied exercises reinforcing computational skills.

SKILLS:
- identifying sets
- recognizing numbers
- solving word problems
- adding, multiplying

EVALUATION:
Characterized by a fairly good flexibility, the set can be used in upper grades (4—6) for slower students. It does not provide, however, sufficient practice in elementary mathematical skills: e.g., sets, one-to-one matching, word problems, and horizontal subtraction and addition.

Traces of sexist stereotyping are also found throughout — out of 140 cards only 13 present girls either puzzling over problems or looking admiringly at a "smart boy." No Blacks are illustrated.

Overall, it is not an indispensable activity. Those teachers who are creative can definitely develop a less expensive and more comprehensive activity.

RECOMMENDATION:
If acquired, it should be used with 3rd graders.

Escalando el Tiempo

Developmental Learning Materials
7440 Natchez Ave.
Niles, Illinois 60648
Grade: 4-6
1975
$18.00

GENERAL DESCRIPTION:
File box contains a set of Certificate Awards, a Progress Record Card and 180 Learning Cards coded according to specific learning area. Learning areas feature:
- La media hora - the half hour
- la hora - the hour
- la hora y cuarto - the hour and a quarter
- la hora menos cuarto - a quarter to...
- la hora y minutos - the hour and minutes
- la hora menos minutos - minutes to the hour

The Learning Cards are laminated, thus allowing students to write directly on the cards with water soluble pencils.

SKILLS:
Primarily geared at developing awareness of significance of time in one's life through specific activities related to holidays and seasons and reinforcing skills in:
- identifying the characteristics of the different seasons; e.g. Fall - leaves change color
- relating specific U.S. holidays with the season during which they are celebrated; e.g. Halloween — Fall
- recognizing the seasons of the year and holidays celebrated in the United States.
- telling time; e.g. by the hour, half hour, at 5 minute intervals
- reading time from plane, train and bus schedules
- associating time with months, weeks, years, days

EVALUATION:
Although it is a Spanish version intended for use in the bilingual programs, the approach is unicultural — holidays described are proper only to the U.S. It would have definitely been more relevant if given a multicultural approach. That is, if in addition to an emphasis on U.S. holidays, others relevant to Mexican Americans, Cubans, Dominicans or Puerto Ricans were included; e.g. Columbus Day (Dia de la Raza). In addition illustrations are racially stereotyped; e.g. Green code, Learning Cards numbers 6-8, 12, 15, 17-19, 23-24, 34-36; in which inconsistencies of color and traits prevail (children with kinky hair and black facial traits are presented with white faces).

As a tool for conceptual development, it barely makes it. For example, it describes the characteristics of the different seasons but without providing the scientific explanations as to why there is a change in seasons.

RECOMMENDATION:
Recommended as a supplemental enrichment activity to be used with 4-6 graders or advanced 3 graders; provided it is improved with the development of supplementary pupil's reading selections and a teacher's guide.

El Reloj

Developmental Learning
Materials
7440 Natchez Ave.
Niles, Illinois 60648
Grade: 1-3
1974
$3.75

GENERAL DESCRIPTION:
Easy to handle, large, 10" x 10" vinyl clock with movable plastic hands. Includes 12 2-1/2" x 2-1/2" flash cards with Spanish and English imprints designating (word and numerical) time on reverse side.

SKILLS:
El Reloj can be used in the development of the following skills:
- telling time
- associating words with numerical time designations
- differentiating between the hours, minutes, half hours and seconds
- recognizing the functions of the clock's hands.
- defining time concepts, such as:
  * hour
  * half hour
  * second
  * clock
  * time
- identifying the significance of time in their lives.
- associating time with different aspects of their
  * 8:30 a.m. — breakfast
  * 9-3:30 p.m. — attending school, etc.

EVALUATION:
Although a good teaching device for developing time-related skills, it provides no daily life situations and awareness of the significance of time in the student's life. However, it offers the teacher the opportunity for adapting this enrichment activity to the particular needs of her/his students.

El Reloj can be greatly improved by developing an illustrated chart depicting children conducting different activities; the students can then identify the time given on the flash cards. Blank clocks and worksheets could also be prepared for reinforcement exercises.

RECOMMENDATION:
Recommended for 1—3 graders participating in bilingual programs; as well as for students of Spanish as a Second Language.

Expresión Matemática

Editorial Bruño
Barcelona, Spain
Grade: 1-3
1971

GENERAL DESCRIPTION:
Set of 8 consumable workbooks; each consisting of 8 pages. Dual colors; printing and illustrations lack motivation. Follows an integrated approach: includes activities for skills development in Language Arts, Math and Health. To be used for reinforcement of skills at home.

EVALUATION.
Its concise and simple directions allow attainment of its objective: increase parental involvement in child's education.

RECOMMENDATION:
Excellent reference source for teachers and administrators interested in improving parent-student-school relations. Content, vocabulary and activities could be improved if made linguistically and culturally relevant to U.S. Spanish-speakers.

Matemática para la Educación Primaria

Editorial Norma
Bogotá, Colombia
Grade: Elementary
1969

GENERAL DESCRIPTION:
Soft bound, consumable workbooks. Spanish edition of the Elementary School Mathematics (1968) published by Addison-Wesley. The set includes pupil's workbooks and corresponding teacher's manuals. The activities and cultural content has been reviewed and prepared by Spanish-speaking professionals from South America and the Caribbean.

SKILLS:
The activities and cultural content are aimed at developing skills in:
- vocabulary development (acquisition of mathematical terminology - e.g., addends, sets)
- combining
- identifying sets
- solving word problems
- solving equations

EVALUATION:
The pupil's workbooks are characterized by easy to follow, simple directions. Although the pages are sometimes overcrowded with illustrations and word and number problems, their large print and colorfulness is motivating. All mathematics concepts are concisely defined in a glossary. Illustrations and reading content are culturally relevant to the Hispanic student - e.g., Colombian, Mexican. For example, the content substitutes "chiringas" (kites) and "caracoles" (sea shells) for the apples and pears present in most North American publications. All exercises include previously solved step-by-step examples of problems, a technique beneficial to students with reading problems. The contained teaching approaches provide for discovery and comprehension of concepts through the inclusion of short passages (story like) and riddle capsules; which also allow vocabulary development and improvement of reading comprehension.

The teacher's manuals include a very specific orientation in which emphasis is placed on teaching mathematics through approaches linguistically and culturally relevant to the target population: the Spanish-speaking students.

Suggested activity and evaluation exercises are well organized and correspond to the stated objectives. The sample lesson plans facilitate the teaching experiences. The resources and bibliography included provide teachers with a wide source of learning materials and experiences.

RECOMMENDATION:
Strongly recommended as a basal mathematics series for bilingual programs.

Delta - Matemática Moderna 5-6

Santillana Publishers
575 Lexington Avenue
New York, N.Y.
Grade: 1-2
288 Pages
1972
$6.50

GENERAL DESCRIPTION

Hard bound, pupil's text for grades 1-2. Mexican oriented edition designed to meet the needs of the aereodynamic age students.

Includes a list of symbols, abbreviations, and geometric figures used throughout the book; but no glossary of concepts.

The program includes: a Workbook with exercises geared at providing conceptual development; a Teacher's Guide containing unit plans corresponding to the activities involved; and an Activity Kit containing Cuisenaire rod, geo-boards and different geometric figures which allow students to manipulate and experience the concepts.

SKILLS:

- recognizing sets
- constructing sets
- combining sets
- recognizing cardinal numbers; e.g. 0-100
- contrasting geometric figures; e.g. triangle/circle
- identifying units of measure; e.g. time, and relating them to the physical world — to the clock, to money, etc.
- associating mathematical concepts to his immediate experiences; e.g. measurement units as related to hands, foot, etc.

EVALUATION:

Based on set theory and the experiential approach, the program provides for sequential development of skills. Thus, set theory (grouping objects according to functions or attributes) is used throughout in teaching addition, subtraction, and cardinal numbers (1,4,6 etc.) studied as a one-to-one correspondence.

Example:

On the other hand, the experiential approach relies on experiences common to the students and links them to mathematical concepts such as: lines, curves, circles. This allows the student to relate mathematics to his physical world. For example; girls jumping rope, the rope forms a curve (a semi open space), the ground is associated with a straight line. Measurements are introduced in much the same way, relying on the student as a measurement instrument; e.g. relating the size of objects to parts of his body: hand, foot, arm, etc.

Thus, learning experiences are aimed at providing students with the three stages necessary for conceptual development: (1) empirical or concrete, which involves observing and experimenting; e.g. based on the introduction of the theory of sets the child is able to construct different geometric shapes; (2) intuition, provided for through the activities of the taskcards (performance of operations); (3) and abstraction, which involves applying learned concepts to solving problems.

RECOMMENDATION:

Strongly recommended for adoption by bilingual programs. The text, however, must be used with the Workbook, Teacher's Guide and Activity Kit.

Mental Computation A-E

Science Research Associates
Chicago, Illinois
Grade: 2-7
1965
$33.34

GENERAL DESCRIPTION:
Set of 6 paperback, consumable workbooks with accompanying teacher's guides for grades 2–7. Student's workbooks include a limited number of illustrations, thus emphasizing the need of submitting students to direct contact with word problems as a means of developing the skill of computing mentally without relying on pencil and paper.

EVALUATION:
As a supplementary program, the teacher's guides rely heavily on simple explanations on how students must answer their workbook exercises. Teachers are provided only with a limited number of teaching suggestions to complement those described in the basal series being utilized; as well as with brief notes on mathematical properties and concepts.

The pupil's workbooks are a valuable tool in developing skills specifically related to the word problems, and to the awareness of the multiple applications of mathematics. Thus, mathematics is not seen only as the cognitive knowledge of processes - e.g., knowing how to add or multiply - but also as a foundation to answering when and why.

RECOMMENDATION:
Strongly recommended as a valuable approach to understanding and applying mathematical concepts.

If the English language is a barrier, then it is suggested that the teacher translate and ditto the activities in Spanish.

Diagnosis

Science Research Associates
Palo Alto, California
Grade: 1-4 (Level A)
1973
$66.00

GENERAL DESCRIPTION:
Multi-text, Multimedia Approach.

Expensive and highly consumable system-one year life span! Level B covers grades 4-6. Kit contains: Probes which measure specific learning objectives (24 Criterion Reference Tests; topics include: Computation, Sets and Numeration, Operations and Problem Solving, Measurement, Geometry), Survey Tests, Answer Key Overlays (acetate), Prescription Guide, Class Progress Chart. Small printing. Instructions: to the point! Good flexibility: individual learning rates are the basis of the program. Skills and probes (CRT) are cross indexed. Excellent in providing resources: charts a variety of Mathematics series (diverse publishers) and reference pages for student consulation. Good bibliography. Covers sequence of mathematics skills very well.

EVALUATION:
Strictly diagnostic of skills not mastered: not suggestive of teaching approaches-relies on those included in individual series. Includes 15 mathematics series to prescribe work on specific skills in which students usually demonstrate lack of mastery. Could be used in upper grades for mathematics remediation.

RECOMMENDATION:
Bilingual programs can benefit with a Spanish translation.

Base 7 & 8
Orbe 7 & 8

Editorial Vicens Vives
Ave. de Sarria
Barcelona 17, Spain
Grade: 7-8
1974
Base 7-203 Pages - Orbe 7-222
Base 8-219 Pages - Orbe 8-192

GENERAL DESCRIPTION:
Soft cover. Basal. Mathematics texts for seventh and eighth graders with full command of Spanish. The series includes a corresponding Teacher's Guide and Workbook. Although two separate series, both Orbe and Base, are geared at providing the student with the theoretical (defined concepts) and practical (exercises, sample solved problems) base necessary for mastery of mathematics skills.

SKILLS
Primarily aimed at developing skills in:
- solving equations
- solving word problems
- adding, subtracting, multiplying
- solving binomials
- working with geometric figures

EVALUATION:
Although both series are excellent, the Orbe Series is much more advanced and should be used with students at or above grade level. The Base Series provides continuous reinforcement of previously introduced material - e.g., through the pink review sections included, which make new concepts easier to understand. Thus, the program's flexibility provides for the needs of students with different rates of progress (slow and bright learners).

Despite their systematic, step by step directions and graphic illustrations, students not previously exposed to the lower levels of the program (grades 1-6) might find it difficult. In addition, vocabulary and symbols used throughout are not used among Spanish Americans; e.g., Orbe 8 - page 38 - anti-imagen, page 28 - IR, a, e. However, teachers interested in using either series can overcome this difficulty by providing students with a glossary containing the symbols and terminology used in mainland U.S.

RECOMMENDATION:
Not to be used with Spanish American students unless they have full command of Spanish. However, teachers could use them as a reference source.

Skills Matrix

- ● Contained learning experiences can be effectively used in developing identified skill.
- ◓ Contained learning experiences require further improvement if to be effectively used in the development of identified skill.

English Language Arts Skills Profile

	ESL Level I and II. BASTA	ESL I. Artesia P.S.	ESL II. Artesia P.S.	ESL III. Artesia P.S.	ESL IV. Artesia P.S.	Project ACT. Passaic, N.J.	ESL Guide A. Lakewood	ESL Guide B. Lakewood	ESL Guide C. Lakewood	Learning English as a Second Language. Set. Oceana	Multi Read II. SRA	R.O.C.K.'n R.O.L.L. Set. Melton	R.I.S.E. Melton	Miami Linguistics. D.C. Heath	Monster goes to School Series. Bowmar	Distar Language III. SRA	Peabody Language Kit III. American Guidance Service	Reading Exercises for Spanish Americans
Comprehension	●					●	●	●	●	◒	●	●	●	●	●	●	●	●	●
Word Identification						●	●	●	●	●	●	●	●	●	●	◒	●	●	●
Pronunciation						●	●	●	●	◒	●	●	●	●	●	◒	●	●	●
Contrasting	●					●	●	●	●	●	●	●	●	●	●	●	●	●	●
Composition Skills	●					●	●	●	●	◒	●	●	●	●	●	●	●		◒
Identifying	●					●	●	●	●	●	●	●	●	●	●	●	●	●	●
Defining	●					●	●	●	●	●	●	●	●	●	●	●	●	●	●
Analyzing	●					◒	●	●	●	◒	●	◒	◒	●	●	●	●	●	●
Changing Verb Tenses	◒					◒	●	●	●	◒	◒	◒	◒	◒	◒	◒	◒		◒
Conceptualization	●					◒	◒	◒	◒	◒	●	●	●	●	●	●	●	●	◒
Punctuating																			
Building Sentences	◒					●	●	●	●	◒	●	●	●	●	●	●	●	●	●
Reading for Sequence	●					◒	●	●	●	●	●	●	●	●	●	●	●	●	●
Expanding Sentences	◒					●	●	●	●	◒	●	●	●	●	●	●	●	●	●

Spanish Language Arts Skills Profile

	Aprendemos a leer. Laidlaw	Camino de la escuela. Laidlaw	Del campo al pueblo. Laidlaw	Conozcamos a Puerto Rico. Laidlaw	Por el mundo de la aventura Laidlaw	Nuestros amigos. Laidlaw	Aventuras maravillosas. Laidlaw	Spanish Language Arts. SCDC	Imagen 7 Area de Lenguaje. Vicens-Vives	Imagen 7 Area de Gramática. Vicens-Vives	La Piragua. Saeta. Santillana	La Noria. Saeta. Santillana	El Molino. Saeta. Santillana	ABC de Puerto Rico Troutman	Area de Lenguaje 7 Vicens-Vives	Mira y Lee. Santillana	Lee y Trabaja. Santillana	Otros amigos, otras culturas. Santillana	Programa Lengua Española. Santillana	Tecnología Educativa. Saeta
Comprehension	◓	◓	◓	●	●	◓	●	◓	●	●	●	●	●	●	●	●	●	●	●	●
Expanding Sentences	◓	●	●	●	●	◓	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Building Sentences	◓	◓	◓	◓	◓	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●
Identifying	◓	◓	◓	●	◓	◓	◓	●	●	●	●	●	●	◓	●	●	●	●	●	●
Changing Verb Tenses	◓	◓	◓	◓	◓	◓	◓	◓	●	●	◓	◓	◓	◓	●	◓	◓	●	◓	◓
Composition Skills	◓	◓	◓	◓	◓	◓	◓	◓	●	●	◓	◓	◓	●	●	◓	●	●	◓	◓
Defining	◓	◓	◓	●	◓	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●
Punctuating	◓	◓	◓	◓	◓	◓	◓	◓	●	●	◓	◓	◓	●	●	◓	◓	◓	◓	◓
Word Identification	◓	◓	◓	◓	◓	◓	◓	●	◓	●	●	●	●	●	◓	●	●	●	●	●
Reading for Sequence	◓	◓	◓	◓	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●	●
Pronunciation	◓	◓	◓	◓	◓	◓	◓	●	◓	●	●	●	●	●	◓	●	●	●	●	●
Analyzing	◓	◓	◓	●	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●	●
Contrasting	◓	◓	◓	●	◓	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●
Conceptualization	◓	◓	◓	●	◓	◓	◓	◓	●	●	●	●	●	●	●	●	●	●	●	●

Spanish Language Arts Skills Profile

	Variedades Juveniles. Edgewood Independent S.D.	Escaparate. Edgewood Independent S.D.	Tesoros de mi raza. Edgewood Independent S.D.	Método Alpha. Anaya. Las Américas	Español para Estudiantes Hispano-parlantes. PS 25	Español Vernáculo. PS 25	Spanish as a Second Language. PS 25	R.I.S.E. Melton	Lecciones para acompañar Curso Vernáculo. PS 25	Rompecabezas de nombres. DLM	Vocabulario Español. IDEAL	Viajamos con el circo. Bruño	Pareando objetos, personas y edificios. DLM	Mi primer libro de palabras. BABEL	El derecho de leer. BABEL	El día de las madres. BABEL	Spanish Test of Oral Proficiency. BABEL	Spanish I. Alum Rock	Spanish II. Alum Rock	Spanish III. Alum Rock
Comprehension	●	●	●	◓	●	●	●	◓	●	◓	◓	◓	●	●	●	●	●	●	●	●
Expanding Sentences	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●	●	●
Building Sentences	●	●	●	◓	●	●	●	●	●	◓	◓	●	●	●	●	●		◓	◓	●
Identifying	●	●	●	◓	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Changing Verb Tenses	◓	◓	◓	◓	◓	●	◓	◓	◓	◓	◓	●	◓		●					◓
Composition Skills	●	●	●	◓	◓	●	◓	◓	◓	◓	◓	●	◓		●	●				
Defining	●	●	●	●	●	◓	●	●	●	●	●	●	●	●	●	●		●	●	●
Punctuating	◓	◓	◓	◓	◓		◓	◓	◓	◓	◓	●	◓		●					
Word Identification	◓	◓	◓	●	●	●	●	●	●	●	●	●	◐	●.	●			◓	◓	◓
Reading for Sequence	●	●	●	●	●	●	●	◓	●	◓	◓	◓	◓		●	●	●	●	●	●
Pronunciation	◓	◓	◓	●	●	●	●	●	●	◓	◓	◓	◓	●	●			●	●	●
Analyzing	●	●	●	◓	◓	●	◓	◓	◓	◓	◓	◓	●		●	●	●	◓	◓	◓
Contrasting	●	●	●	◓	◓	●	◓	◓	◓	●	◓	◓	●	●	●	●	●	●	●	●
Conceptualization	●	●	●	◓	◓	◓	◓	◓	◓	◓	◓	◓	●		◓	●		●	●	●

166

166

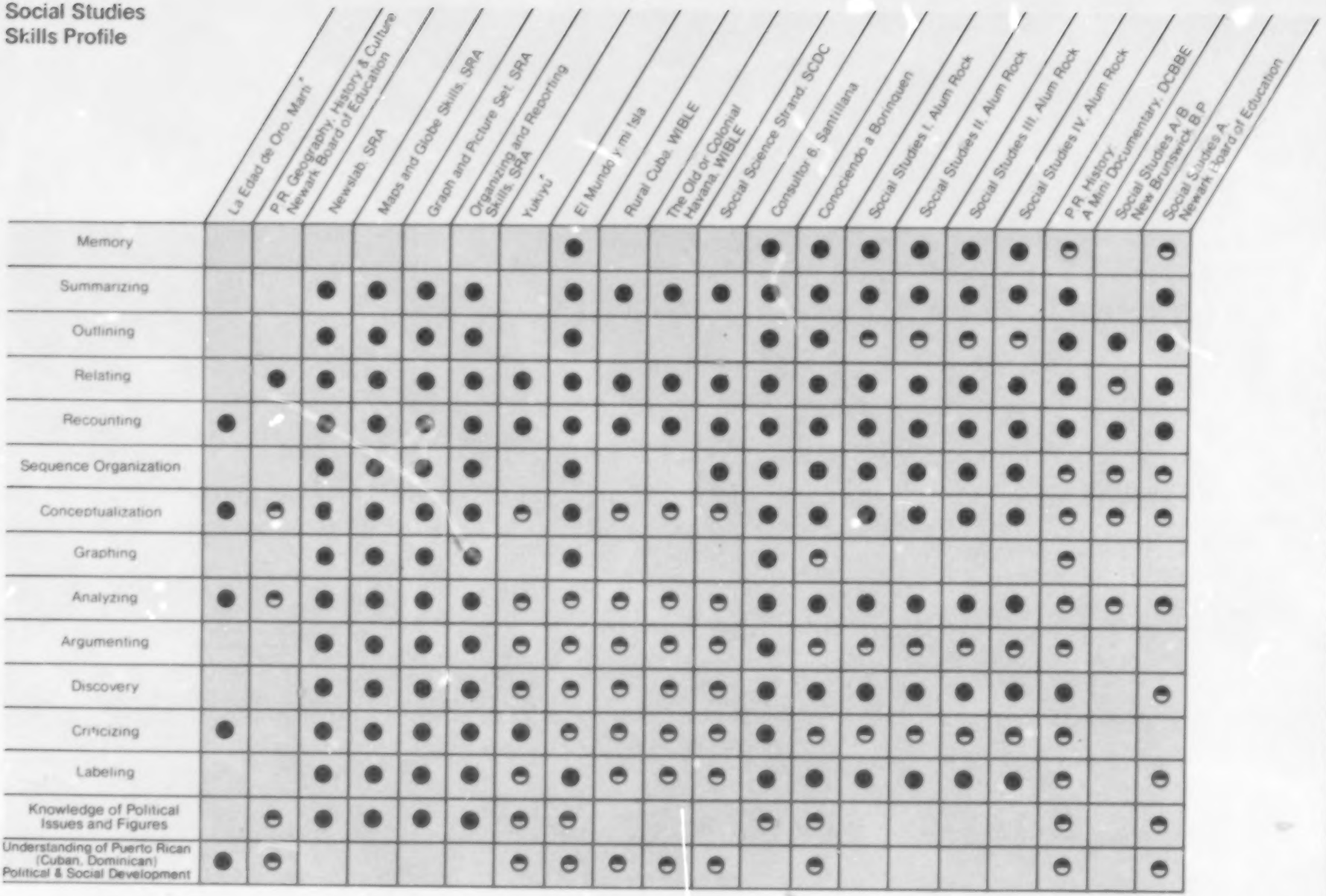
Spanish Language Arts Skills Profile

	Spanish IV, Alum Rock	Folklore of Latin America	OTÉ	Cuentos Folklóricos de Puerto Rico	Girasol Redondel I	Serpentina Redondel II	Program Management System
Comprehension	●	◓	●	●	●	●	●
Expanding Sentences	●	◓	●		●	●	●
Building Sentences	●	◓	●		●	●	●
Identifying	●	●	●	●	●	●	●
Changing Verb Tenses	●	◓					
Composition Skills	●	◓	●	●	●	●	
Defining	●	●	●	●	●	●	●
Punctuating							
Word Identification	◓	◓	●		◓	◓	●
Reading for Sequence	●	●	●	●	◓	◓	
Pronunciation	●	◓	●				
Analyzing	●	◓	●	●	●	●	●
Contrasting	●	●	●	●	●	●	●
Conceptualization	●	◓	●	●	●	●	●

Fine Arts Skills Profile

	La Música del Sol, CANBBE	Canciones de Ayer y Hoy, Albuquerque S.D.	Fine Arts Strand, SCDC	Calendario Azteca, Hayward S.D.
Rhythm	●	●		
Drawing			●	●
Tracing			●	●
Coloring			●	●
Creativeness	●		●	◓
Printing				
Color Combination	●		●	●
Constructing	●		●	◓
Figure Discrimination			●	◓
Sound Discrimination	●	●		
Interest in and Understanding of the Fine Arts	●	●	●	●

Social Studies Skills Profile



Health Skills Profile

	Ciencias 6. L. Rey	Consultor Ciencias Naturales. Santillana	El Cuerpo Humano. Milliken	Higiene y Alimentación. Milliken	Higiene y Enfermedades. Milliken	Experimentos científicos que realmente funcionan. Trillas	Soy un Niño. Santillana	BICEPS Science Activities	Science/Biology. Calexico	Anfibios y reptiles. Milliken	Las Plantas. Milliken	Aves. Milliken	Insectos. Milliken	Rocas y minerales. Milliken	El sistema solar. Milliken	El espacio exterior. Milliken	SCDC Science/Math Strand
Understanding Growth	◓	◓	◓	◓	◓		◓										●
Dental Hygiene			◓	◓	◓												
Safety																	●
Nutrition	◓			◓													●
Manners																	
Confidence							◓										
Exercising			◓														

Science Skills Profile

	Ciencias 6. L. Rey	Consultor Ciencias Naturales. Santillana	El Cuerpo Humano. Milliken	Higiene y Alimentación. Milliken	Higiene y Enfermedades. Milliken	Experimentos científicos que realmente funcionan. Trillas	Soy un Niño. Santillana	BICEPS Science Activities	Science/Biology. Calexico	Anfibios y reptiles. Milliken	Las Plantas. Milliken	Aves. Milliken	Insectos. Milliken	Rocas y minerales. Milliken	El sistema solar. Milliken	El espacio exterior. Milliken	SCDC Science/Math Strand
Classifying	●	●	●	●	●	●				●	●	●	●	●	●	●	●
Measuring	●	●				●		●								◒	●
Charting	●	●		◒		●											
Evaluating	●	●		●	●	●	●							◒	◒	◒	
Categorizing	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	◒
Use of Scientific Method	●	●				●		◒									◒
Logical Thinking	●	●				●	◒	◒								◒	◒
Data Collection	●	●				●		◒		◒	◒	◒	◒	◒	◒	◒	●
Experimenting	●	●				●		◒									◒
Accuracy	●	●				●		●									●
Observing	●	●	●	◒	◒	●	●	●		◒	◒	◒	◒	◒	◒	◒	●
Labeling	●	●	◒	◒	◒	●	◒	◒		◒	◒	◒	◒	◒	◒	◒	●
Memory	●	●	◒	◒	◒	●		◒		◒	◒	◒	◒	◒	◒		
Calculating	●	●				●		◒									●
Identifying	●	●	●	●	●	●	●	◒		●	●	●	●	●	●	●	●

Mathematics Skills Profile

	Expresión Matemática. Bruño	Diagnosis. SRA	Lista de Compras. DLM	Escalando los Números. DLM	Móvil de Colores y formas. DLM	Escalando el Tiempo DLM	El reloj. DLM	Matemática para la educación primaria	Matemática Moderna Delta. Santillana	Mental Computation. SRA	Base 8. Vicéns-Vives	Base 7. Vicéns-Vives	Orbe 7. Vicéns-Vives	Orbe 8. Vicéns-Vives	Clave para el Algebra
Skip Counting	●			●		●	●	●							
Number Recognition	●	●	●	●		●	●	●	●	●	●	●	●	●	●
Recognizing Place Value		●	●					●	●	●	●	●	●	●	●
Combining Sets		●	●					●	●	●	●	●	●	●	●
Writing Equations		●						●	●	●	●	●	●	●	●
Solving Equations		●						●	●	●	●	●	●	●	●
Solving Word Problems	●	●	●	●		●		●	●	●	●	●	●	●	●
Identifying Equality/ Inequality Symbols		●	◒					●	●	●	●	●	●	●	●
Counting	●		●	●		●	●	●	●	●	◕	●	●	●	●
One-To-One Matching	●	●	●	●		●		●	●	●	●	●	●	●	●
Arranging Addends	●		◒	●				●	●	●	●	●	●	●	●
Subtracting Two-Digit Numbers	●		◒	●				●	●	●	●	◕			
Identifying Roman Numerals	●							●							
Dividing by Three Digits				●				●							
Geometric Figures	◒				●			●	●		●	●	●	●	●

Appendix

Evaluators*
1974-75

Table 1

Mrs. Ester Connelly	Teacher	ESL	Roosevelt Intermediate, New Brunswick
Miss Janet Mickiewicz	Teacher	ESL	Passaic
Miss Iris Burgos	Teacher	Science	Broadway Jr. High, Newark
Mrs. Aida Cortez	Teacher	Math	Broadway Jr. High, Newark
Mrs. Carolina Garcia	Teacher	Spanish Language Arts Social Studies	Lafayette School #6, Passaic
Mrs. Josefa Valcarcel	Teacher	Science	Lincoln School #4, Passaic
Mrs. Carmen A. Matteo	Curriculum Specialist	Spanish Language Arts ESL	
Mr. Francisco Rosado	Teacher	Art/Social Studies	Newark
Mr. Orlando Castro	Teacher	Spanish Language Arts	Nathan Hale School, New Brunswick
Mr. Luis Juarbe	Teacher	Spanish Language Arts	Newark
Mr. Jorge Almeda	Curriculum Specialist	Puerto Rican History Culture - EGL/SSL	Newark Board of Education
Mr. Jose A. Lopez	Teacher	Art	Lakewood
Mr. Pedro Canabal	Teacher	Spanish Language Arts	Lakewood
Mrs. Grace Friedman	Curriculum Specialist	Early Childhood	Puerto Rican Congress

* Participants of onsite materials evaluations.

New Jersey School Districts' Response (Bilingual or ESL Programs)

Table 2

Newark	◐		◐	
Jersey City		R		
Paterson	◐		◐	
Vineland			◐	
Dover			◐	◐
Camden		B	◐	
Hoboken				
Union City		B		
Perth Amboy			◐	
Passaic	◐		◐	◐
New Brunswick	◐			◐
Trenton				
Lakewood		B	◐	
West New York	◐		◐	◐

* B=Bilingual. R=Regular School Program

Comparison School Districts' Response

Table 3

Asbury Park	Submitted student distribution, Program Description and Information Booklet for ESL K-5.
Buena	
Keyport	Submitted course outlines, PrK-8.
Pleasantville	Submitted Program of studies.
Rumson	No guides. Program based on objectives setting, needs assessment and monitoring of tests.
Princeton	No guides. De-emphasized use of curriculum guides as they encourage conformity and mechanistic approaches to teaching.
East Orange	No guides. Submitted student distribution. Curriculum in developmental stage.
Neptune	No guides.
Pemberton	No guides available for mailing.
[illegible]rset	
Montclair	No guides at time of request.
Howell	In process of revising old curriculum.
Cherry Hill	Complete set of curricula, K-12.
Milville	Curricula for Social Studies, The American Indian and Science.
Willingboro	Submitted curriculum guides for Science and Mathematics.

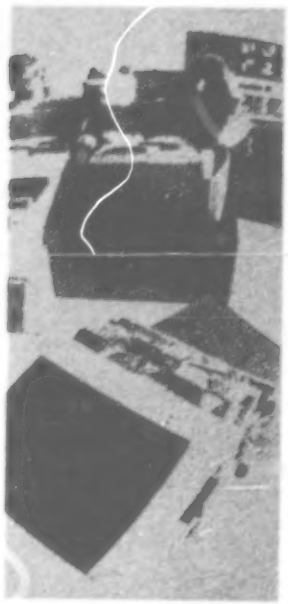
Commercial materials being used by New Jerseyan Bilingual Programs*

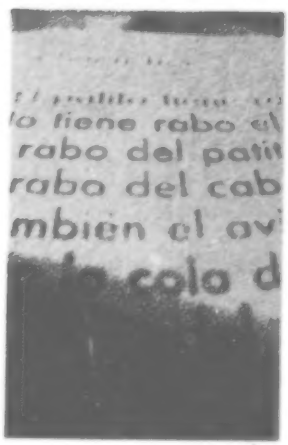
Table 4

1.	Bell & Howell Language Master	1
2.	Open Highways, Intermediate	1
3.	Spanish Curricula Development Center	1
4.	Laidlaw	42
5	Santillana	5
6.	Science Research Associates	8
7.	Open Court	1
8.	Phonics Book	1
9.	Barnell Tuft	1
10.	Scott Foresman	3
11.	H-200	4
12.	Singer Languag	1
13.	Bank Street Series	4
14.	D.C. Heath, Miami Linguistics (ESL)	6
15.	Lippincott	7
16.	Scholastic Filmstrips	1
17.	Modern American English, Dixon	2
18.	Lado	1
19.	Anaya, Social Studies	1
20.	Baldor, Mathematics	1

* As tabulated from Teacher Surveys, Phase III. (85 Forms received; 10 forms in blank, 4 forms were disqualified because respondents did not follow code or did not identify series being utilized.)

LEE Y




lo tiene rabo el
rabo del pati
rabo del cab
mbién el av
colo d